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ABSTRACT

This document contains six chapters: (1) The introduction discusses the State of Hawaii, its residents, and major industries. (2) "Education in Hawaii" presents the state's education plan, Department of Education rules and regulations, and student services. (3) "Bilingual Education Program Data" describes Hawaii's bilingual education program model and its program for students of limited English proficiency. (4) "Filipinos in Hawaii" discusses Hawaii's third largest ethnic population (13.9 percent). (5) "Community Descriptions" include Central O'ahu, Honolulu, Windward O'ahu, and Leeward O'ahu school districts. (6) "School Descriptions" include Pearl Harbor, Kunia, Helemano, and the Waialua Elementary Schools of the Central O'ahu district; the Fern Elementary School of the Honolulu district; the Waimanalo Elementary and Intermediate School, and Kahuku High and Elementary School of the Windward O'ahu district; and the 'Ewa Elementary School of the Leeward O'ahu district. (PN)

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MACRO-LEVEL PROFILE OF HAWAI'I'S SCHOOLS PARTICIPATING IN THE SIGNIFICANT BILINGUAL INSTRUCTIONAL FEATURES STUDY

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15 December 1982

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CHAPTER ONE

INTRODUCTION

The known written history of Hawai'i dates from the voyages of the British explorer and navigator, Captain James Cook, when he first sighted the island chain in 1778. There is still debate about the origins of the Polynesians. One theory suggests that the Polynesian's ancestors came from somewhere in eastern Indonesia, and that they migrated through Melanesia into Polynesia between 2000 and 1000 B.C. Still others contend that the Polynesians came through Micronesia rather than Melanesia. Whatever their origins, the Polynesians first settled the Hawaiian Islands between 300 and 700 A.D., and by the time of the arrival of Captain Cook, they were well established within the island chain.

Briefly, the following are significant events in Hawaiian history. Monarchs ruled Hawai'i for most of its early history. King Kamehameha I succeeded in unifying the Islands in 1795, and his descendents continued to rule until 1896.

The first missionaries arrived from New England in 1820. The first Roman Catholic missionaries, who were members of the Congregation of the Sacred Hearts of Jesus and Mary, arrived from Paris in 1827.

The first sugar company was started on Koloa, Kaua'i, in 1835 by Ladd and Company.

The first constitution of the Kingdom of Hawai'i was proclaimed by King Kamehameha III in October 1840. In the same year, the first school for the education of young chiefs was established, and the Punahou School, which exists to this day, was established by the American mission a year later.

In 1848, the Great Mahele, or land division occurred. As a result, 1.6 million acres, or two-fifths of the land area, went to the chiefs. One million acres were designated as crown land for the king and the royal family. Another 1.5 million acres were government or public land, and 30,000 acres were for the commoners.

A provisional government was established in 1891, and in 1894, a new constitution was drafted for the Republic of Hawai'i. In 1895, with the overthrow of Queen Lili'uokalani, the last Hawaiian monarch, Hawai'i was on its way to becoming a territory of the United States. Hawai'i officially became a territory in 1898, and some 61 years later, Hawai'i entered the Union as the 50th State.

State of Hawai'i

The State of Hawai'i consists of eight major islands and 124 minor islands with a total area of 6,450 square miles, of which 6,425 miles are land and 25 miles are inland waters. The State has a coastline of 750 miles.

The eight major islands total 4.1 million acres of land area, of which 98 percent form the six major islands of O'ahu, Kaua'i, Moloka'i, Lāna'i, Maui, and Hawai'i. Ni'ihau is a privately owned island, while Kaho'olawe is used as a military target range and is uninhabited.

Although O'ahu, the site of Honolulu, the State's capital, is only the third largest in terms of land area, it is the State's center for political, economic, military, educational, and cultural activities. O'ahu lies southeast of Kaua'i and north of Moloka'i, Lāna'i, and the Big Island of Hawai'i. It is 40 miles long and 26 miles wide with an area of 608 square miles of land, and 112 miles of coastline.

The Residents of Hawai'i[1]

According to the provisional results of the 1980 census, resident population was set at 964,691. This figure includes approximately 61,000 members of the armed forces and 64,000 of their dependents.

By county, the City and County of Honolulu, which encompasses the entire island of O'ahu, accounted for 79 percent of the State's population. Approximately 9.5 percent of the population resided in the County of Hawai'i; 7.1 percent in the County of Maui; and 4.1 percent in the County of Kaua'i.

Racially, the population is diverse. The largest racial group recognized by the census were the whites, making up 33 percent of the population, including those persons in the military. If military personnel were excluded, resident whites would make up approximately 26 percent of the State's population. The second largest group was made up of persons of Japanese ancestry, at 24.9 percent of the population. Persons of Filipino ancestry made up the third largest group at 13.9 percent; Hawaiians and part-Hawaiians made up the next largest group at 12.0 percent. The Chinese comprised 5.8 percent of the population; the Koreans, 1.9 percent; The blacks, 1.8 percent; and the Samoans, 1.5 percent. The "all other" category accounted for 5.3 percent of the population.

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[1] State of Hawaii, Department of Planning and Economic Development, Research and Economic Analysis Division, The Geographic Distribution of Hawaii's Racial Groups, 1979 and 1980, (Statistical Report No. 152) January, 1981, pp. 1-4.

By area of residence, individual areas throughout the State vary widely in their proportions of specific racial groups. Of the State's 228 census tracts, only two were made up entirely of a single racial group, and these two census tracts were connected with the military. Absolute majorities for a given group occurred in 83 of the 220 census tracts ashore, and 7 of the 8 tracts afloat (shipboard personnel). In the remaining census tracts, no other group accounted for 50 percent or more of the headcount.

By age, the population was young, with the median age in 1980 at 28.4 years. Filipinos had the youngest median age of the four major ethnic groups in the State, at 23.8 years.

Major Industries[2]

Futurist Herman Kahn of the Hudson Institute predicted that the Pacific will be the center of the world's economy in the 21st century. If this is so, then Hawai'i is in a most enviable location. In the last ten years, trade with the various nations in the Pacific, excluding bilateral commerce between the United States and Canada, but including South American, has increased 700 percent. Travel across the Pacific over the same period has increased three times.

Tourism. Hotel units in Hawai'i rose from 27,000 in 1975 to 56,000 in February 1981. There were 412 hotels, motels and apartment hotels in the State as of February 1981, including 254 on the neighbor islands. Occupancy rates in 1980 were 71.7 percent in Waikiki and 62.6 percent on the neighbor islands.

Manufacturing. The number of manufacturing establishments increased from 773 in 1972 to 946 in 1977. The value added by manufacturers rose from $410 million in 1972 to $783 million in 1978. Three-fourths of all manufacturing activities in the State was on O'ahu. These are mostly food processing of sugar and pineapple. Manufacturers other than those of food processing include apparel ($45.9 million in value added in 1978), printing and publishing ($97.9 million value added in 1978), and transportation equipment ($28.4 million value added in the same year).

Agriculture. There were 4,300 farms in Hawai'i as of 1980, with a total area of 2.0 million acres. Major crops in 1980 were sugar ($385 million in sales); pineapple ($77 million in sales); flowers and nursery plants ($27 million in sales); and macadamia nuts ($24 million in sales). Diversified crops, i.e., crops other than pineapple and sugar, registered sales of $91 million. Aquaculture is a growing enterprise. Fresh water prawn production, valued at $1 million, amounted to 300,000 pounds in 1980. In 1974 corresponding figures were 11,000 pounds and $38,500.

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2 Bancorp Hawaii, Inc., Annual Report, 1981, pp. 2-6.

Construction and Housing. The May 1981 construction cost index for Honolulu (1967=100) was 285.1 for single family residences and 303.8 for high rise buildings. The number of housing units in the State increased from 217,000 in 1970 to 343,000 in 1981. Owner-occupied units numbered 89,000 in 1970 and 142,000 in 1981. The median gross monthly rent for O'ahu rose from $140 in 1970 to $234 in 1976. The median value of owner-occupied units in 1976 was well above $75,000. The average selling price of single family homes on O'ahu in February 1981, was $169,000, and $150,000 in August 1982.

Foreign and Interstate Commerce. Imports to Hawai'i from foreign countries rose from $175 million in 1970 to $1.8 billion in 1980. Exports to foreign countries amounted to $51 million in 1970 and exceeded $174 million in 1980. Hawai'i's leading trade partners in 1979 were Japan for imports and Australia for exports.

CHAPTER TWO

EDUCATION IN HAWAI'I

Hawai'i combines the state education agency (SEA) and the local education agency (LEA) into one state agency, the Hawai'i State Department of Education (DOE). The scope of educational activities is delineated by the State Constitution, the laws of the State of Hawai'i, and the policies of the Board of Education. Hawai'i has the only single, statewide public education system in the nation. This system is comprised of seven school districts of Honolulu, Central, Leeward and Windward Districts on O'ahu, and the Hawai'i School District, Maui School District, and the Kaua'i School District on each of the neighbor islands. The school system is governed by a 13-member Board of Education and operates on a statewide basis under the DOE.

The DOE, together with all the other departments of the state government, vies for the general fund. A biennium budget is developed by the DOE and the other departments of the state government, and is submitted to the director of the State Office of Budget and Finance, who in turn prepares the executive budget for the governor who transmits it to the legislature for review, adjustment and financing. The funds for the public schools are appropriated directly by the state legislature. Two separate appropriations are made, one for the DOE operating budget and one for capital improvements. In 1980-81, the DOE had a total budget of $368 million.

As of 1980-81, the DOE had administrative responsibility for 229 public schools, 8,113 classroom teachers and 165,094 students in grades kindergarten through twelve. Between 1969-70 and 1979-80, the expenditure per pupil rose from $818 to $2,164.

Also under the administrative responsibility of the DOE is the public library system, which annually provide 6.7 million services to library clientele.

Among adults, the illiteracy rate dropped from 8.4 percent in 1950 to 1.9 percent in 1970. By 1979, approximately 21.3 percent of all residents 25 years of age or older could report having completed four or more years of college.

In addition to the public schools, there are 141 private schools with 2,211 teachers and 37,878 students in 1980-81.

In the area of higher education, almost 50,000 students attended colleges and universities throughout the State in 1980-81,

chiefly on the Mānoa Campus of the University of Hawai'i. The University system also maintains four-year campuses in Hilo on the Island of Hawai'i, and West O'ahu College at Pearl City, O'ahu. Also included under the University system are seven two-year community colleges. A number of private two- and four- year colleges, universities, business, trade and technical schools are also available.

The State Education Plan

In October 1981, the DOE developed a State Education Plan in compliance with Chapter 226, Hawai'i Revised Statutes, the Hawai'i State Plan. The Plan charts educational directions for the Eighties. Among the policy statements contained in the State Education Plan are:[3]

- A major purpose of education is to provide students with basic skills necessary to function in a complex society.
- Education should also enhance the personal development of individuals, including physical development, aesthetic appreciation, recreational pursuits, and promoting languages.
- Education should assist individuals, especially the disadvantaged, to meet job qualifications.
- Education should promote an understanding of Hawai'i's cultural heritage.

As an implementing action for the last policy statement, it was recommended that the DOE continue to coordinate with the College of Education of the University of Hawai'i to implement in-service training programs in multicultural awareness for teachers.

Department of Education Rules and Regulations

The rules and regulations by which the DOE operates are contained in seven manuals, each covering a specific area of DOE administrative responsibility. The Hawai'i State Department of Education, code, policies, and regulations are contained in the following manuals:

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3 State of Hawaii, Department of Education, State Education Plan: Technical Reference Document, (Hawaii: Department of Education, October, 1981).

- Series 1000: Administration
- Series 2000: Instruction
- Series 3000: Office of Library Services
- Series 4000: Student Services
- Series 5000: Certificated Personnel Policies and Regulations
- Series 6000: Office of Business Services
- Series 7000: Departmental Rules and Regulations.

Student Services

A general policy statement regarding directions for student services is contained in the Series 4000: Student Services manual. The policy states:

> "The focus for the educational program for the public schools of Hawai'i shall be on the optimum growth and development of each student to his/her fullest potential. The educational environment provided in each school shall be geared to encouraging and equipping students to become highly motivated, self-directive, able to make reasoned judgments and to find personal meaning in each learning situation that they may better meet their immediate and future problems and responsibilities."[4]

The Series 4000 manual further expands on the statement and provides guidelines aimed at fulfilling the stated policy. A summary of the student services manual is provided in the following sections.[5]

Focus on Students: Regulations

- A primary task of the school is to create a stimulating learning climate for all students. Two essential factors in such a learning environment are the active participation of students in their education, including the planning and evaluating thereof; and the fostering of a spirit of inquiry in which the students are encouraged to express their own views and critique the opinions of others.

- An essential element in student involvement shall be the promotion of opportunities and practices which result in

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[4] State of Hawaii, Department of Education, Department of Education Policies and Regulations: Student Series 4000, (Hawaii: Department of Education, 1970), p. 4000.

[5] Ibid., pp. 4000.1-4700.

individual freedom, responsibility, and the orderly process of education.

- Students are to be encouraged to participate in establishing course goals, suggesting their interest areas, planning classroom activities, and appraising the relevance and effectiveness of learning experiences.

- Channels for student suggestions and recommendations shall be set up by the administrative staff of each school.

Admission and Attendance

- The Board of Education shall be responsible for administering compulsory attendance in accordance with the law.

- Students enrolling in schools shall have attained or will attain the age of five years on or before December 31st may be enrolled in kindergarten. Students who have attained or will attain the age of six years on or before December 31st may be enrolled in the first grade.

- A student shall attend school in the local attendance area where his parents reside. Exceptions may be granted upon request with due cause.

- The students' day shall be no less than 30 hours per week distributed in a normal five-day week. Exceptions to this policy shall be granted with the written consent of parents/guardians and as provided in the regulations.

- In cases where truancy is chronic and persistent, the public schools shall: (1) contact parents by phone or registered mail to try to get the child back to school; (2) hold parents/school conference; (3) call in the district office for assistance; and (4) call police/other agencies as deemed necessary by the principal.

Student Welfare

- The DOE shall provide an environment conducive to the physical, mental, social and emotional well-being of the students while they are participating in school activities.

- Instruction shall be given in safety habits and attitudes, proper maintainance of buildings, grounds and the like, and provisions of services to safeguard students from the deviant behavior of those who fail to conform to standards of conduct compatible with the best interests of all.

- The schools shall provide essential health services and enforce Department of Health regulations regarding physical examinations, immunizations and communicable

diseases.

School Services by Students

- The DOE shall permit schools to assign students to appropriate school service duties.
- Students in grade 3 and above are to assist in cleaning their own rooms.
- School service shall not be used as punishment.
- Every effort shall be made to reduce the time students spend in school service activities which intrude into class time.

Student Affairs

- Each elementary and secondary school shall provide a Student Affairs Program as an integral part of the learning experiences to be available to all students.
- The Student Affairs Program shall be planned to serve the personal, social and educational needs and interests of all students.
- Adequate funds shall be provided in order to implement the program designs that are developed along the lines of the Student Affairs Program.

Student Progress

- The DOE shall make provisions for assessing and reporting the progress of each student. Periodic reports of student progress shall be provided both students and parents.

Promotion, Grade Retention and Subject Retention

- Normal progression of each student to experiences of increasing complexity and sophistication is expected.
- Success of each student should be based on the selection of appropriate objectives, requirements feasible for accomplishment, ability to perform, and proper sequencing of steps in meeting objectives and standards of accomplishments.
- In cases where retention in the same grade or repetition of a subject is being considered, such factors as the following should be weighed: (1) achievement as related to potential ability; (2) standardized test results; (3) attendance history; (4) attitude of the student; (5) chronological age; (6) previous history of failure; (7) language ability; (8) mental maturity; (9) social development; and (10) the

mental, physical, emotional or sociological handicaps.

Credits Policy

- Credit shall be basically an expression of progress and learning rather than merely time spent. All approved courses on grades 9-12 shall have credit designations. Credits may be granted for other courses and programs as designated by Department regulations.

- Credit by examination may be awarded in accordance with the regulations established by the Department.

Graduation and Related Regulations

- The minimum requirements for high school graduation, grades 9-12 are: (1) twenty credits, 14 of which are required, and comprised of the areas of English, social studies, mathematics, science, physical education, health and guidance; (2) six credits in elective courses; (3) demonstrated mastery of essential competencies which are the basic standards of proficiency required for students have completed the course and credit requirements.

- Negotiated programs for alienated students or other students with unique problems or needs may be structured with the approval of the principal and the district superintendent.

- Schools shall offer a wide variety of courses in required and elective areas in order that students may meet personal goals and satisfy personal interests, as well as meet the graduation requirements.

- Students transferred from out-of-state shall meet the graduation requirements, or shall show evidence of equivalency in meeting the requirements.

- The high school diploma shall be issued to students who have met all graduation requirements.

- A certificate of completion of an individually prescribed program shall be issued to specifically identified handicapped students who complete all the requirements set by the program.

Student Rights and Due Process Regulations

- School adminstrators are responsible for managing their schools in a manner to minimize disruptions of the educational process, in planning for rational administrative control, and, in the event of challange, in demonstrating reasonableness of their actions.

- Students shall be involved, to the maximum extent possible,

in making the decisions which affect their education, including the development of rules of conduct and related disciplinary measures.

- A student's exercise of rights and privileges in the school setting shall be in accord with his age, maturity and willingness to accept responsibility for the rights and privileges granted. One basic restraint shall be that the exercise of the rights of one individual or group must cease when it infringes on the rights of another individual or group.

- Each school shall establish a procedure for the consideration of student suggestions, recommendations, complaints and grievances. This procedure shall be evolved from the cooperative efforts of students, parents, faculty and administrative staff. Regulations adopted by the Board of Education shall be applied in all instances for which action has been taken.

Confidential Student Personnel Records Policy

- Reports designated as "confidential" contain information of an intimate and personal nature and shall be safeguarded and respected in accordance with professional ethics. Such reports shall not be placed in a file of general accessibility.

- It shall be the practice that all records placed in the confidential file, which may prove helpful to the student in better understanding his problems and to the parents in their concerns for the welfare of their child, shall be shared and interpreted by appropriate school personnel.

- When confidential information is no longer relevant, it shall be removed from the student's file and destroyed.

Homework Regulations

- Homework shall be considered within the framework of the needs of individual students.

- The ultimate aim in the accomplishment of homework shall be the acceptance of student responsibility for independent work outside the formal classroom situation.

CHAPTER THREE

BILINGUAL EDUCATION PROGRAM DATA

As a state, Hawai'i represents an unusually diverse ethnic population. There is no one majority group in the islands. About 67 percent of the people belong to minority groups. This is also reflected in the schools.

The subject of bilingualism in school settings has been an issue as far back as the 1920's. During that time, a survey of Hawai'i public schools was conducted by Dr. Frank F. Bunker, a specialist in city school administration. In a letter to the United States Commissioner of Education, P. P. Claxton, dated July 15, 1920, Dr. Bunker reported:

> "Many conditions and problems connected with these schools, particularly the fact that a large majority of the children are of other races than those which are dominant in the United States, made the work of the survey unique and difficult...but I believe most of the problems have been solved wisely, and that this solution will have interest and value not only for the people of Hawaii but for the students of education in the United States."[6]

Among Dr. Bunker's recommendations were the use of a lot of oral English; the setting aside of 420 minutes per week or 84 minutes per day for oral and written English for the lower grades, For the high schools, he suggested that a specially adapted course in English be planned for children of non-English speaking families, and for others of poor preparation and less ability, and that more time be devoted to this work with such students, even though such action results in the necessity of a longer period than four years as a preparation for college work.

Then, as now, a large number of non-native speakers of English is a reality for Hawai'i's schools. For the School Year 1981-82, the DOE reported providing special language services to over 10,000 students in 223 schools using over 20 languages other than English.[7]

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6 Department of the Interior, Bureau of Education, Bulletin No. 16: A Survey of Education in Hawaii, (Washington, D.C., Washington Government Printing Office, 1920), p. 1.

7 State of Hawaii, Department of Education, SLEP Subsystem Assessment Report, District Summary, (Computer printout, May 17, 1982).

A total of $3.3 million in state funding was allocated for these services.

Hawai'i's Bilingual Education Program Model

The TESOL Program was first adopted in 1969. It consists of a pull-out type tutorial strategy for students in grades kindergarten through two. At the intermediate level, it may be taken as a requirement for an English class.

In 1979, the transitional model developed by Hawai'i's Title VII Demonstration Project was adopted for the DOE's bilingual/bicultural program. This model utilizes the best in the native literacy approach and in techniques of teaching English as a second language. Hawai'i's model uses the team approach with a monolingual English classroom teacher working with a bilingual teacher aide. The bilingual aide provides the native language support in cognitive areas while the student is acquiring proficiency in the English language. Once the student is fully functional in English, he/she becomes part of the mainstream and instruction in the native language is no longer required.

Bilingual education is utilized in the areas of language arts and mathematics. Cultural studies are integrated in the study of the language arts. Bilingual instructional materials in all these areas have been developed to supplement and reinforce instruction. The teacher aide may have a small instructional group within the class, or for larger groups, may use another classroom for instruction. A good working relationship between the regular classroom teacher and the teacher aide is an important factor in the success of this model.

Program for Students of Limited English Proficiency

The program for Students of Limited English Proficiency (SLEP) is a state funded program which provides direct services to all identified language groups in the state for grades kindergarten through twelve. SLEP goal is to provide students of limited English proficiency with equal educational opportunities and assist them to attain the foundation program objectives which are sought for all students in the Hawai'i public school system. The SLEP program lists the following objectives:[8]

- To provide educational services that will develop the English language skills needed for accelerating the student's attainment of the foundation program objectives.

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[8] State of Hawaii, Department of Education, Program for Students of Limited English Proficiency, one page flyer.

- To provide the educational services that utilize the students' native languages in instruction to facilitate cognitive development and effective participation in school activities while they are gaining English language skills.

- To foster activities that nurture cultural identity and pride, and develop an understanding of and appreciation for other cultures.

- To accelerate the students' participation in the multicultural process that is Hawai'i today.

- To develop a positive self-concept in the new country, school and peer group setting.

Figure 1 shows the types of bilingual/bicultural services available to SLEP participants.

Identification, Assessment and Programming System

The following section provides an overview of the procedures by which bilingual students are identified, assessed for native language and English proficiency, placed in an appropriate bilingual program and exited from the program. The information was condensed from the Identification, Assessment and Programming System for Students of Limited English Proficiency: A Systems Manual, 1980-81.[9] For further detail, see Appendix A.

Identification and Assessment. All the newly enrolled students are identified through the Student Enrollment Form SIS-10. Once the form is completed by the parents, responses to specific items on the form provide information which help to identify possible students of limited English proficiency.

Once these potential students of limited English proficiency are identified, program staff or regular classroom teachers trained to administer an English proficiency test (the Language Assessment Scales Test), test students to determine the student's ability to function in English.

Based on the test scores, students are classified into two groups: (1) students who are English proficient; and (2) students who are not English proficient. Students who fall into the

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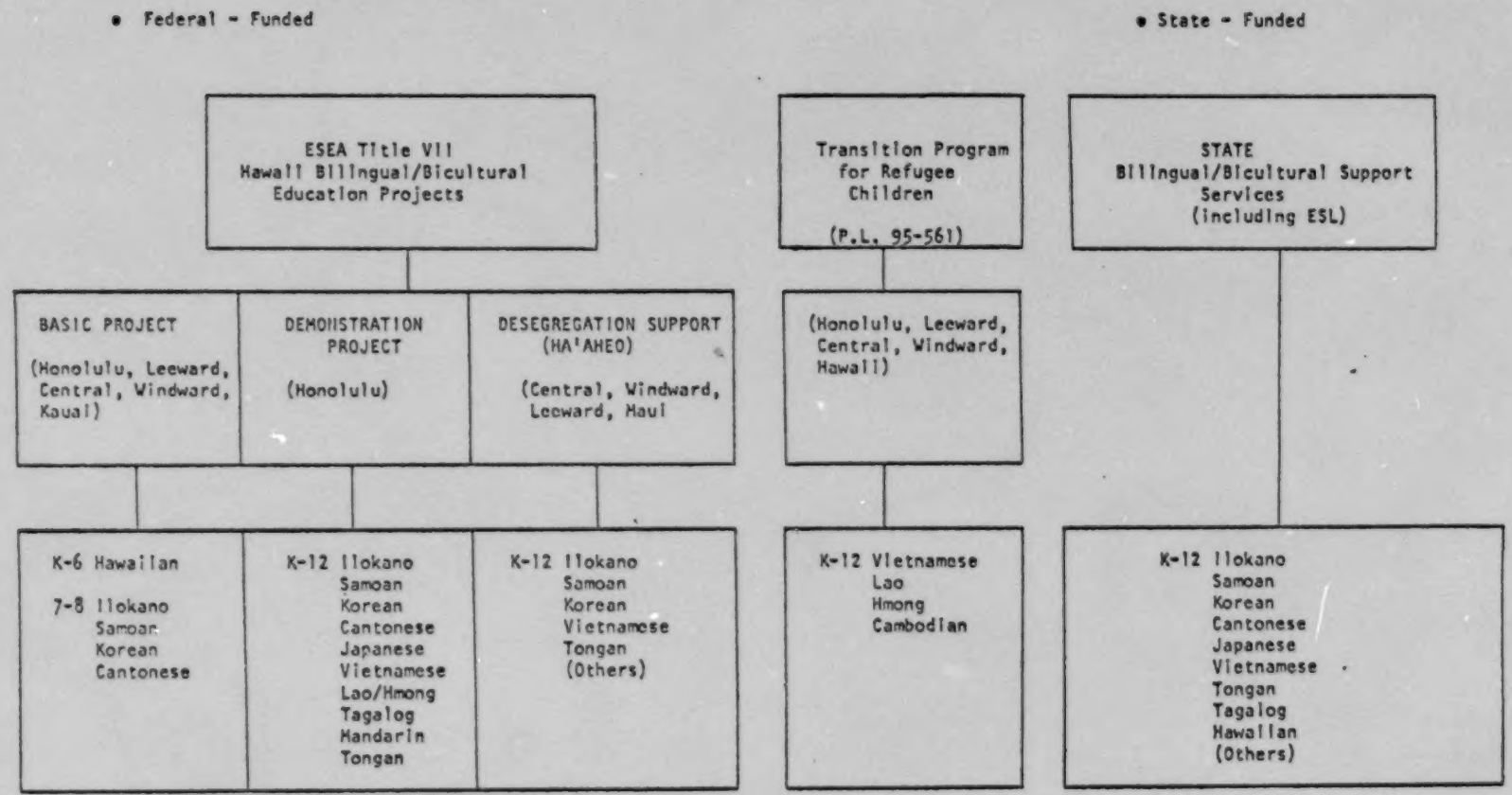
[9] State of Hawaii, Department of Education, Indentification, Assessment and Programming System for Students of Limited English Proficiency: A Systems Manual, 1980-81, (Hawaii: Office of Instructional Services, August 1980), pp. I.1-II.9.

Figure 1

PROGRAM FOR STUDENTS OF LIMITED ENGLISH PROFICIENCY

(Bilingual/Bicultural Education Services for Students of Limited English Proficiency)

1981-82



second group are referred for native language proficiency assessment. The English proficient students are given a standardized achievement test in the areas of language arts, reading and mathematics.

The native language proficiency instrument is administered by a bilingual person who is proficient in both English and the student's native language. The instrument determines three levels of native language proficiency: (1) not proficient; (2) marginally proficient; and (3) proficient.

The results of the student's English language proficiency test and the native language proficiency test are combined to determine the language dominance level. The dominance levels are those formulated by the Office of Civil Rights. The five categories are: (1) monolingual in language other than English; (2) dominant in language other than English; (3) bilingual; (4) dominant English; and (5) monolingual English. The student's dominance level is used to make decisions about placing a student in an appropriate program.

Program Placement. The English proficiency test and the native language proficiency instrument are used to determine general language services. Students in language dominance 1 and 2 are tested in core curriculum areas to determine strengths and weaknesses. When available, bilingual diagnostic tests are used. When appropriate instruments are not available, the bilingual instructional staff may use teacher-made instruments in the student's native language.

Students who are identified as English proficient based on the English proficiency test and who score at or above the 25th percentile in reading, language arts and mathematics are placed completely in the mainstream.

The amount and type of services provided to a limited English speaker are determined by language dominance levels. Students in dominance 1 and 2 categories receive intensive language services, which consist of a basic 250 minutes of ESL instruction per week and three periods of native language or ESL instruction in content areas where needed. Students identified as dominance 3, 4, or 5 receive general language services geared to their individual needs.

Exit Criteria. An English proficiency test and a standardized achievement test are administered to determine whether a student is ready for mainstreaming. Instructional area performance expectations and teacher judgement may also be considered.

The first step in determining whether a dominance 1 or 2 student is ready for exiting is the administration of the English proficiency test. The test may be administered: (1) when deemed appropriate by program staff or regular classroom teacher after no less than one semester of intensive language services; (2) after a minimum of one semester of intensive language service or no earlier than four months after initial identification as a

limited or non-English speaker; and (3) at the end of the school year after no less than one semester of intensive language services. If the test shows that the student is not English proficient, the student remains for a minimum of one year in intensive language services before being retested.

Based on achievement test results, students scoring at the 25th percentile or above in the areas of reading, language arts and mathematics are recategorized as language dominance 3 and placed in the mainstream. Students scoring below the 25th percentile are placed for another year of intensive language services before they are retested. The amount of bilingual instruction a student receives is determined by the areas in which he/she underachieves.

Assessment procedures for determining whether a student at language dominance 3, 4, and 5 are ready for mainstreaming out of general language services is similar to those for dominance 1 and 2 students. Either the program staff or the regular teacher may administer the reading, language arts and mathematics subtests in which the student previously scored below the 25th percentile.

If, after three years of general language services or intensive language services, the student still scores below the 25th percentile in the three areas, further diagnostic assessment is done. The principal, the regular classroom teacher(s), program staff, counselor, and the parents confer to determine the need for the most appropriate program for the student.

Student Enrollment Data

Of the 10,600 students in public schools throughout the State who are identified as non-native speakers of English, the largest single group were the Ilokanos, who numbered 3,137 or approximately one-third of the total identified as non-native speakers of English. The next largest group were the Samoans, who numbered 1,759. The third largest group were the Vietnamese, who numbered 718. In total, students were identified as speaking 22 languages other than English. Table 1 presents the data on language dominance by district for Ilokano speakers and for the speakers of all the other languages identified. Table 2 presents language dominance data for Ilokano speakers and all other non-English speakers for each of the eight target schools. Finally, Table 3 presents the school enrollment data for each of the target schools. In three of the eight schools, students of Filipino ancestry made up the majority of the schools' population, representing between 65 percent and 83 percent of the student population.

Schools with Bilingual Education Programs

Bilingual education programs for the various language groups were implemented in 125 schools across the State. Of these,

Table 1

Language Dominance Rating by District and Language[10]

District/Language	Dominance Rating* 0	1	2	3	4	5	Total
Statewide							
Ilokano	175	1,033	849	830	175	75	3,137
Other**	1,052	2,536	1,703	1,809	257	106	7,463
Total	1,227	3,569	2,552	2,639	432	181	10,600
Honolulu							
Ilokano	33	169	366	426	43	22	1,059
Other	295	1,427	896	1,158	126	31	3,933
Total	328	1,596	1,262	1,584	169	53	4,992
Central							
Ilokano	29	165	110	62	16	8	390
Other	298	312	217	186	31	17	1,061
Total	327	477	327	248	47	25	1,451
Leeward							
Ilokano	61	177	206	226	68	32	770
Other	267	385	231	219	48	31	1,181
Total	328	562	437	445	116	63	1,951
Windward							
Ilokano	10	31	63	20	2	0	126
Other	124	176	266	185	22	6	779
Total	134	207	329	205	24	6	905
Other Districts***							
Ilokano	42	491	104	96	46	13	792
Other	68	236	93	61	30	21	509
Total	110	727	197	157	76	34	1,301

* Language dominance level ratings are defined as follows:

0- unassessed
1- monolingual in language other than English
2- dominant in language other than English
3- bilingual
4- dominant in English
5-monolingual English

** Other languages include: Cantonese, Tagalog, Cebuano/Visayan, Korean, Samoan, Vietnamese, Tongan, Lao, Mandarin, Hawaiian, Japanese, Chamorro, Marshallese, Pampango, Pangasinan, Portuguese, Spanish and Thai.

*** Includes three school districts covering the neighbor islands of Maui, Hawai'i and Kaua'i.

10 State of Hawaii, Department of Education, SLEP Subsystem Report EHME5-C: Assessment Report, District Summary (Printout, May 17, 1982).

Table 2

Language Dominance Rating for Target Schools[11]

School/Class/Language	Dominance Rating* 0	1	2	3	4	5	Total
Pearl Harbor (01)							
Ilokano	0	9	2	2	1	1	15
Other	9	13	5	6	0	0	33
Total	9	22	7	8	1	1	48
Kunia (02, 12)							
Ilokano	0	11	2	0	0	0	13
Other	1	1	0	0	0	0	2
Total	1	12	2	0	0	0	15
Fern (03)							
Ilokano	1	14	6	7	1	0	29
Other	2	17	11	29	0	1	60
Total	3	31	17	36	1	1	89
Helemano (04, 05)							
Ilokano	1	12	6	6	1	2	28
Other	3	10	7	13	2	1	36
Total	4	22	13	19	3	3	64
Waimānalo (06, 07, 08)							
Ilokano	1	10	28	3	0	0	42
Other	2	13	16	5	1	1	38
Total	3	23	44	8	1	1	80
Waialua (09)							
Ilokano	2	18	9	6	0	1	36
Other	3	23	12	0	1	0	39
Total	5	41	21	6	1	1	75
'Ewa (10)							
Ilokano	1	28	11	19	10	0	69
Other	0	19	3	3	1	0	26
Total	1	47	14	22	11	0	95
Kahuku (11)							
Ilokano	1	5	15	12	1	0	33
Other	10	36	49	58	5	0	158
Total	11	41	63	70	6	0	191

* These numbers represent students who were identified and tested during the school year 1981-82. Actual bilingual education classes may have carry-over students from the previous year(s).

[11] State of Hawaii, Department of Education, SLEP Subsystem Report EHME6-A: Assessment Report, School Summary (Printout, May 17, 1982).

Table 3

Student Enrollment by School, Ethnicity and Sex,
Target Schools Only[12]

School/Class	Total School Enrollment	Filipino
Pearl Harbor (01)		
Male	307	113
Female	309	101
Total	616	214 (35%)
Kunia (02, 12)		
Male	30	24
Female	45	38
Total	75	62 (83%)
Fern (03)		
Male	310	127
Female	271	112
Total	581	239 (41%)
Helemano (04, 05)		
Male	174	118
Female	167	108
Total	341	226 (66%)
Waimānalo (06, 07, 08)		
Male	357	72
Female	376	56
Total	733	128 (18%)
Waialua (09)		
Male	261	130
Female	239	113
Total	500	243 (49%)
'Ewa (10)		
Male	203	151
Female	191	148
Total	394	299 (76%)
Kahuku (11)		
Male	751	103
Female	717	90
Total	1,468	193 (13%)

12 State of Hawaii, Department of Education, Student Count by School, Ethnicity and Sex, (Computer printout, December 19, 1981).

programs, 84 were for Ilokano and/or Ilokano/Tagalog/ Visayan speakers. In some instances, students from non-Filipino, non-English language groups were also represented in a bilingual education class.

Table 4

Bilingual Education Programs by District[13]

District	No. Schools with Programs	No. with Ilokano Programs	Schools Observed	Classes Observed
Honolulu	28	12	1	1
Central	25	14	3	6
Leeward	21	14	1	1
Windward	5	2	2	4
All other	46	42	0	0

Bilingual Education Program Staffing Data

In order to provide the level of bilingual education program services needed statewide, a total of 141 full-time and 148 part-time teachers were hired during the 1981-82 school year. In addition, 41 aides were also hired, and another 125 full-time teachers were designated as ESL staff. The following table presents program staffing for the 12 classes observed for the study. For further staffing information by district, position type and language served, see Appendix B.

[13] State of Hawaii, Department of Education, Instructional Staff For SLEP Special Language Service, (Report to the Office of Civil Rights, 1981).

Table 5

Program Staffing by School[14]

School/Class	Full-time Teachers	Part-time Teachers
Pearl Harbor (01)	1	
Kunia (02, 12)		1
Fern (03)	1	
Helemano (04, 05)	1	1
Waimānalo (06, 07, 08)	1*	
Waialua (09)	1	3
'Ewa (10)	1	2
Kahuku (11)	1	

* Source indicates 1 full-time staff; we observed 3 part-time Ilokano/Tagalog staff.

Other Programs

In addition to the bilingual education program, other programs are also available to students of limited English proficiency. The following are existing projects/programs within the State:

- o Hawai'i Bilingual/Multicultural Education Project: This project serves students of limited English proficiency in grades kindergarten through six for Hawaiians, and grades 7-8 for Ilokanos, Koreans, Samoans and Cantonese. Seven schools in five districts are involved. This project just completed the first year of a three-year funding period by serving 552 students. It has also developed a bilingual education instruction model for grades 7-8 to be field tested and refined over the next two years.

- o Honolulu District Learning Center: This demonstration project serves students representing nine major language groups. The project has completed its first year of funding by serving 547 students in grades kindergarten through six at six schools. Among the significant activities demonstrated were orientation, tutorial assistance, counseling and career development.

- o Project A'o Like (Learning to do Together): This is a

[14] State of Hawaii, Department of Education, Instructional Staff for SLEP Special Language Service, (Report to the Office of Civil Rights, 1981).

parent leadership-training project which provides training activities through parent trainers representing seven major language groups. During its first year, the project trained 90 parents. Products included a cultural strategies manual, and materials on specific areas of study such as booklets or tapes on welfare assistance, health and home management.

- o Bilingual/Multicultural Teacher Training Project: This teacher training project just completed its third and final year of funding. It has trained 35 bilingual teachers who have completed or are in the process of completing a Master of Education Degree with bilingual/multicultural emphasis.

- o Pacific Area Languages Materials Development Center, University of Hawai'i: For the DOE's bilingual education projects, the Pacific Area Languages Materials Development Center has developed materials in Ilokano and Samoan for grades 3-6. Most of these materials have been field tested and disseminated statewide on a limited basis. The materials developed include cultural readers for grades 7 and 8, and units on United States history for grade 8 Ilokano and Samoan speakers.

See Appendix C for information on funds allocated for SLEP and for the projects and programs described.

CHAPTER FOUR

FILIPINOS IN HAWAI'I

As noted earlier, the Filipinos in Hawai'i make up 13.9 percent of the State's population. The Filipino population includes both recent immigrants as well as descendents of the Filipinos who immigrated to Hawai'i during the early and middle part of this century.

The Filipinos are one of the last major ethnic groups to come to Hawai'i, and their immigration pattern can be divided into three "waves." The Ilokanos were by far the largest group to migrate, driven in part by the barren, unproductive soil of northwest Luzon.

The first wave of immigration occurred between 1906 and 1931. With the end of the Spanish-American War, the Spanish, according to the proviso of the Treaty of Paris, ceded the Philippines to the United States. At the same time, the United States was finalizing action against immigration from Asia, culminating in the Chinese Exclusion Act in 1900, and the Gentlemen's Agreement between Japan and the United States in 1907. With these immigration restrictions imposed, the major sources of plantation laborers were drastically cut. Recruitment of plantation laborers turned to the Philippines, whose people as a result of annexation, were free to travel to the United States with no restrictions. It was not until 1910, when the Hawai'i Sugar Planters' Association (HSPA) established a recruiting office in Manila and provided three-year contracts and fares to Honolulu to recruits that Filipinos began to arrive in large numbers in Hawai'i. Between 1907 and 1937, almost 120,000 Filipinos arrived in Hawai'i.

The first group of Filipinos recruited to work on the plantation were 15 Ilokano men, of whom four were married. Their ages ranged from 14 years to 56 years of age. The men arrived in Honolulu aboard the S.S. Doric on December 20, 1906. They had been recruited by Honolulu lawyer Albert S. Judd, for the HSPA.

During the early years of immigration, the vast majority of Filipinos coming to Hawai'i were male. The Filipinos did not bring their wives and/or their families because they were determined to accumulate money and return home as soon as possible. For many, the dream of returning home was not realized. Once in Hawai'i, Filipinos found employment other than on plantations difficult to obtain. Part of this was due to the Hawai'i Organic Act of 1900, which barred non-American citizens from employment in public agencies. At that time, Filipinos were viewed as wards of the United States and generally not eligible for public employment. Older Filipinos charged that private companies blacklisted Filipinos

who tried to move off the plantations. Between 1922 and 1930, only 48 percent of the Filipino men who arrived in Hawai'i returned to the Philippines.

The second wave of immigration occurred between 1945 and 1946, when the HSPA and the Pineapple Growers' Association declared a labor shortage and invoked Section 8 of the Tydings-McDuffie Act, which provided exemptions based on demonstrated labor needs. This led to the arrival in 1946 of approximately 7,000 new Filipino workers, 450 wives and 900 children.

The third wave of immigration began in 1965 with the adoption of the Immigration Act which abolished the national origin quota system, which favored immigrants from Europe and the Americas, but discriminated against Asians. The Immigration Act established a ceiling of 170,000 visas for persons from non-western hemisphere countries, with a limit of 20,000 visas for each country. The Act also established a seven-tiered preference system aimed at reuniting families and bringing in workers based on exceptional abilities and needs. The Act did not count as part of the quota, spouses and children of U.S. citizens.

Most of the growth in alien immigration came from the Philippines. The Filipinos in Hawai'i petitioned for entry of family members. Since the Immigration Act to 1981, 48 percent of all immigrants admitted to Hawai'i were from the Philippines. The number of Immigrants coming to Hawai'i peaked in 1970, with the Filipinos accounting for 71 percent of the total number of immigrants admitted that year. The number of Filipinos immigrating to Hawai'i gradually declined until 1976, when Filipinos represented only 41 percent of all immigrants admitted. The immigration figures for the years 1977 to 1981 show a gradual increase in the number of Filipino immigrants. Preliminary unpublished figures from the State Immigrant Services Center indicated that in 1981, 61.7 percent of the 7,634 immigrants coming to Hawai'i were from the Philippines.

Areas of Settlement

The distribution of Filipinos on the Island of O'ahu suggests that the Filipino immigrants tend to settle in areas where a similar ethnic community already exists. The Filipinos are represented in varying degrees in almost all of the census tracts on the Island. Most notably, the Filipinos are clustered within two census tracts located on the outskirts of downtown Honolulu, Kalihi and Kapālama. In these two census tracts, Filipinos make up more than 60 percent of the population. Other areas in which Filipinos tend to cluster are in the more rural/agricultural areas of 'Ewa and Waipahu.

Socio-economic Status

The Filipinos as a group occupy the lower levels of social and economic life in Hawai'i. This has been attributed to: (1) the

large Filipino population born and reared outside of the American culture; (2) the unusual character of the Filipino age-sex structure, especially among the early immigrants; (3) their late arrival; (4) their lack of experience in a competitive trading economy; (5) low levels of education, especially among the earlier immigrants; and (6) unequal opportunities for participating in the life of the host community.[15]

Within the Filipino community itself, there are social and economic diversities. There are disparities between the local-born and the foreign-born Filipinos. In general, the local-born Filipinos, socialized within the American culture, are more familiar with the American environment and do better socially and economically.

Even among the foreign born Filipinos, there exists some disparity between the early immigrants and the more recent immigrants (post 1965). The early immigrants had more difficulty adapting to the new environment partly because the immigrants were overwhelmingly males from rural areas in the Philippines, with little education. With very few females immigrating during this early period, the result was a lack of normal family relations and a delay in the growth of a local-born population. The more recent immigrants are balanced in sex composition, and are from the professional classes.

Employment. Based on 1975 Office of Economic Opportunity data, among all Filipinos on O'ahu, a higher proportion of Filipinos 14 years old and older are represented in the labor force than O'ahu residents in total (59.2 percent and 55.9 percent, respectively). Among Filipino females, the percent in the labor force was particularly high, with 54.5 percent in the labor force, while for all O'ahu females, only 49.8 percent were in the labor force.[16]

In terms of unemployment, the unemployment rate of Filipinos at 7.3 percent was slightly lower than the all O'ahu total of 7.9 percent. On the whole, Filipino males had a lower unemployment rate than all O'ahu males, 4.8 percent and 6.6 percent, respectively.

Occupations. An examination of the type of occupations Filipinos are engaged in reveals that across all ethnic groups, Filipinos had the lowest proportions of males and females engaged in professional, technical and managerial positions. Among Filipino males, only 11.9 percent were engaged in these positions, while 8.1 percent were in clerical and sales. A higher proportion of Filipino females (17.6 percent), than males were in professional, technical and managerial positions, and four times as many females

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15 Benjamine Cariño, Filipinos on Oahu, Hawaii, No. 72 (Hawaii: Papers of the East-West Population Institute, July, 1981), p. 8.

16 Ibid., pp. 8-11.

(32.4 percent) were in clerical and sales positions.

Compared with local-born Filipinos, the immigrant Filipinos have accepted lower status, lower paying, blue collar jobs. Among the local born, 20.5 percent were in the professional, technical and managerial positions, while among the immigrant Filipinos, the figure was 11.3 percent. Similarly, in clerical and sales positions, more local-born than foreign born Filipinos were engaged in these areas.

In more recent years, the number of Filipinos immigrating to Hawai'i are from the professional levels. Between 1965 and 1974, 68.0 percent of all Filipinos immigrating fell into the professional, technical and managerial areas. Upon arriving in Hawai'i, these highly skilled individuals are usually underemployed, taking readily available and less prestigious jobs. According to a study on immigrants, it was found that "immigrants regress in occupational status and earnings but gradually move upward, although few, especially professionals, regain their pre-immigration occupational status."[17]

Hawai'i's agricultural industries employ a large number of Filipinos. A larger portion of immigrants rather than non-immigrants were employed in this area. Of the Filipino immigrants, 8.5 percent were employed in agriculture, while only 3.2 percent of the local-born Filipinos were engaged in agricultural occupations.

Income. Consistent with occupational status, the 1975 median income of Filipinos in Hawai'i was one of the lowest, at $6,554, and much lower than the median income for all O'ahu residents, $8,396. Among the immigrants, occupational status was not necessarily the principal determinant of income. Instead, the length of residence may have been more important. Cariño observes that the oldtimers, having lived here longer, generally have higher income levels than the new comers.[18]

Education. Data on educational attainment shows that among Filipinos 25 years of age and older, the average number of years of school completed was 12.1. Statewide, the average number of years completed was 12.7. A comparision of immigrants to local-born Filipinos indicates that immigrants completed an average of 8.5 years while the local-born completed 12.0 years of school. A comparision of early immigrants and more recent immigrants showed that the early immigrants completed 4.9 years of school, while the more recent immigrants averaged 12.0 years.

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17 State of Hawaii, Department of Planning and Economic Development, Hawaii State Plan: Population (Hawaii: Department of Plannning and Economic Development, 1977), p. 4.19.

18 Cariño, p. 12.

Community Organizations

Many of the early organizations provided members with a social outlet and financial assistance in times of need. In many cases the organizations took the place of regular family and kinship ties the early immigrants left behind in the Philippines.

The early organizations evolved over the years, changing direction and scope; other organizations have completely disappeared. Currently there are well over a hundred Filipino clubs, societies, councils and associations within Hawai'i. On O'ahu alone, there are about 117 interest groups, professional organizations, regional social clubs and business clubs. There are also cultural heritage clubs, civic, and religious groups. Drawing all these together is an umbrella organization, the United Filipino Community Council, made up of a federation of island councils whose membership is composed of individual representatives from all these different organizations.

Communications

Up until 1979, radio stations which carried Filipino language programs did so during early morning hours. Since 1979, most of these programs have been phased out, and one radio station carrying a 75 percent Filipino language programming was established. Controlling interest is held by immigrant Filipinos. The station carries folk songs in many Filipino languages, new rock recordings from the Philippines, recording artists in review, news, commentaries, and local community events. The radio station, KISA, is the only Filipino language radio station established in the United States.

On television, there are two weekly Filipino language programs. One, the hour-long "Filipino Fiesta" has been running for over 29 years. It showcases Filipino songs, dances and interviews (mostly in Ilokano and Tagalog) and local ethnic entertainers other than Filipinos. The other program follows an interview format, with guests from the performing arts and various fields of government.

On local television news programs, second and third generation Filipinos are news reporters. Presently, two of the four commercial stations have on-the-air reporters of Filipino ancestry.

Filipino periodicals were known to have been established since 1914. At the present time, there is only one Filipino language newspaper, The Hawaii Filipino News, published in English, with Ilokano, Visayan and Tagalog columns. Magazines published in the Philippines, such as Bannawag and Liwayway are available to local readers.

Government and Politics

To date, we find second-generation Filipino-Americans and immigrant Filipinos in the following areas: U.S. District

Court Judge; Hawai'i Supreme Court Associate Justice; Circuit Court Judge; Island of Kaua'i Mayorship; Hawai'i State Senate; Hawai'i State House of Representatives; on the cabinet of the Governor of Hawai'i; and in the Honolulu City Council.

The Changing Profile of Filipinos in Hawai'i

Figures in 1974 show that even if the Filipinos comprise the third largest ethnic group in Hawai'i, they are well under-represented on the campus of the University of Hawai'i, where students of Filipino ancestry comprise approximately 2 percent of the student body. It has been an uphill climb for the predominantly rural-type Filipinos and their younger generations in the professional areas.

Most recent studies on immigration trends point out that the Filipino immigrants coming to Hawai'i these last five years are more educated, have a greater number of professionals among them, and are more able to compete for the better jobs in all fields of endeavor.

CHAPTER FIVE

COMMUNITY DESCRIPTIONS

The twelve target classes included in site 09 observations are located in four of the seven Hawai'i school districts. The four districts are: (1) the Central O'ahu School District; (2) the Honolulu School District; (3) the Windward O'ahu School District; and (4) the Leeward O'ahu School District. Included in the Central O'ahu School District are Pearl Harbor Elementary School (class 01), Kunia Elementary School (classes 02 and 12), Helemano Elementary School (classes 04 and 05), and Waialua Elementary School (class 09). The Honolulu District includes Fern Elementary School, site of class 03. Waimānalo Elementary and Intermediate (classes 06, 07 and 08), and Kahuku High and Elementary (class 11) are located in the Windward District. Located in the Leeward District is 'Ewa Elementary School, class 10.

The communities from which these schools draw their students are diverse. They range from predominantly rural, plantation communities to urban communities situated on the outskirts of downtown Honolulu.

The following sections describe the communities from which the schools draw their students. The major data sources used were the Neighborhood Data Books, produced by the City and County of Honolulu, which contain statistical information on population, ethnicity, public welfare assistance and employment on selected communities within the City and County of Honolulu. Where a Neighborhood Data Book was not available, the Honolulu Community Action Program census update survey for 1975 was used.

Central O'ahu School District

As the name implies, the school district stretches down the central corridor of O'ahu. The school district includes at its far north end, the communities of Waialua and Hale'iwa, which are primarily "rural" agricultural communities. Working southward, and clustered within the center of the district are a mix of civilian and military communities. At the south end, the district encompasses the 'Aiea-Salt Lake-Pearl Harbor areas, again a mixture of civilian and military communities.

Pearl Harbor Elementary School, Class 01

Pearl Harbor Elementary School is located six miles from downtown Honolulu, near the Honolulu International Airport. Right

next door to the school is a community shopping center. Two major military installations, Hickam Air Force Base and Pearl Harbor Naval Air Base are located close by. These two military bases are the major employers within the area. Approximately two-thirds of the families the school services are transient military families, and the rest of the families are civilians from the Aliamanu Ridge area.

Population. Caucasians make up over half of the estimated total population in the area. The high proportion of Caucasians is primarily due to the proximity of the military installations. The Japanese make up the next largest group, and the Filipinos the third largest group. The population breakdown is as follows:

Table 6

Pearl Harbor Elementary
Population by Ethnicity, 1975[19]

Ethnicity	Percent
Black	3.5
Caucasian	53.9
Chinese	1.5
Filipino	10.1
Hawaiian/part-Hawaiian	7.0
Japanese	15.1
Other	8.9
Estimated population	61,166

Industry. Not suprisingly, a quarter of all the individuals 16 years old and older are employed by the government. On O'ahu, the largest number of federal employees are concentrated in this area. Table 7 lists the industry of employment for persons 16 years old and older.

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19 Hawaii Community Action Program, Inc., and Hawaii CAP Directors Association, 1975 Census Update Survey, (Honolulu: Community Action Program, Inc., September, 1976), pp. 122-123.

Table 7

Pearl Harbor Elementary
Industry of Employment, 1975[20]

Industry	Percent
agriculture	0.7
construction	9.0
finance/insurance	7.0
government	25.4
manufacturing	5.3
retail	19.2
service	18.2
transportation/communication/gas	8.3
wholesale	1.4
other	3.1
don't know/refused	2.4
estimated population	12,699

Occupation. Almost one-third of those persons employed were employed in professional, technical and managerial positions. Persons in clerical and sales positions made up the next largest occupational group.

Table 8

Pearl Harbor Elementary
Occupational Categories, 1975[21]

Occupation	Percent
professional/technical/managerial	31.5
clerical/sales	25.7
service	16.4
structural work	9.9
machine trade	2.5
bench work	2.0
processing	1.4
miscelleneous	8.3
don't know/refused	2.3
estimated population	12,699

20 Hawaii Community Action Program, Inc., 1975 Census Update Survey, pp. 122-123.

21 Ibid., pp. 120-121.

Income. In 1975, the median income for all O'ahu was $14,139. Approximately 42 percent of the households within the area fell below the O'ahu median income level.

Table 9

Pearl Harbor Elementary
Annual Household Income, 1975[22]

Income	Percent
under $5,000	3.0
$5,000 to $9,999	28.0
$10,000 to $14,999	26.9
$15,000 to $19,999	15.0
$20,000 to $24,999	8.3
$25,000 to $29,999	6.0
$30,000 to $34,999	2.9
over $35,000	3.7
don't know/refused	6.1
estimated number of households	15,994

Education. Over 40 percent of persons 25 years of age and older completed high school, and another 42 percent continued their education beyond the high school level.

Table 10

Pearl Harbor Elementary
Number of Years of School Completed, 1975[23]

Years Completed	Percent
no school	0.8
1 to 7 years	3.6
8 years	2.3
9 to 11 years	6.9
12 years	43.4
some college	19.6
received Bachelor's degree	12.8
some graduate work	2.1
received graduate degree	3.9

22 Hawaii Community Action Program, Inc., 1975 Census Update Survey, pp. 96-97.

23 Ibid., pp. 80-81.

Table 10 (continued)

Years Completed	Percent
business, trade or technical school	3.9
don't know/refused	0.5
estimated population	28,448

Kunia Elementary School, Class 02 and 12

Kunia Elementary School is located approximately 25 miles from Honolulu. The community in which the school is located is an agricultural area (pineapple), somewhat isolated from other communities. The closest town, Wahiawa, is located approximately five miles away. The community itself is surrounded by acres if pineapple fields cultivated by the Del Monte Corporation. Del Monte is the major employer in the immediate area; it employs just over a third of all the residents living in Kunia Village. Housing units within Kunia Village are operated by Del Monte Corporation as employee housing. Besides the residential units, Kunia has its own post office, a general store and the Del Monte field offices.

Population. Three ethnic groups comprise the entire population of Kunia Village: the Filipinos, the Japanese and the Caucasians. The Filipinos make up over half of the population.

Table 11

Kunia Elementary
Population by Ethnicity, 1980[24]

Ethnicity	Percent
Caucasian	20.0
Filipino	50.0
Japanese	30.0

Income. The 1979 median income for O'ahu households was $20,700. Over three-fourths of the Kunia Village households earned less than 80 percent of the median.

[24] City and County of Honolulu, Office of Human Resources, Neighborhood Data Book B: Rest of Oahu, (Honolulu: Office of Human Resources, 1980), pp. 221.

Table 12

Kunia Elementary
Median Household Income, 1979[25]

	Percent
Households earning:	
below 50% of median ($10,350)	33.0
below 80% of median ($16,560)	77.0
below 120% of median ($24,840)	100.0
O'ahu median household income	$20,700

Industry, Occupation and Education. Information for these three areas are not available in the data book.

Helemano Elementary School, Classes 04 and 05

Helemano Elementary School is located in Whitmore Village, 25 miles from Honolulu. Like Kunia Elementary, Helemano provides educational services to a small community of pineapple workers living in nearby Poamoho Camp. Whitmore Village is primarily a residential area, and the majority of the students who go to Helemano are from Whitmore. In addition to Poamoho and Whitmore, the school also provides educational services to students from two small military installations located nearby, one navy and one army.

Within Whitmore Village, there is a small grocery store and a gas station. Residents are dependent upon nearby Wahiawa town and other surrounding areas for consumer goods and services.

Most of the land within the area is designated as conservation land (63 percent). Another 36 percent of the land is classified as agriculture and 1 percent is classified for urban use.

Population. The population in the area is young, with 70 percent of the population under 35 years of age. Residents are primarily from one ethnic group, the Filipinos. The majority of the population has resided in Hawai'i for 20 or more years. Table 13 presents the ethnic makeup of the community.

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25 City and County of Honolulu, Office of Human Resources, Neighborhood Data Book B: Rest of Oahu, p. 223.

Table 13

Helemano Elementary
Population by Ethnicity, 1980[26]

Ethnicity	Percent
Caucasian	10.8
Filipino	68.9
Hawaiian/part-Hawaiian	5.4
Japanese	10.8
Other	4.1

Occupation. More than half of all persons 16 years old and older who are employed are employed in farm, service, craftsmen/ foreman occupations.

Table 14

Helemano Elementary
Occupational Categories, 1970[27]

Occupation	Percent
professional/technical/managerial	4.6
clerical/sales	13.9
craftsmen, foremen and kindred workers	9.5
operatives, except transport	12.0
transport equipment operatives	8.2
laborers, except farm	8.4
farm laborers	9.5

Income. The majority of the households within the area had median incomes below the $20,700 median for 1979. More than half of the households had incomes in the low to moderate range.

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26 City and County of Honolulu, Office of Human Resources, Neighborhood Data Book: Whitmore Village, (Honolulu: Office of Human Resources, 1980), p. A3.

25 Ibid., p. B5.

Table 15

Helemano Elementary
Median Household Income, 1979[28]

Income	Percent
below $10,350	31.1
$10,351 to $16,600	23.0
$16,601 to $20,700	17.6
$20,701 to $30,000	12.1
over $30,000	1.3
don't know/refused	14.9
Households earning:	
below 50% of median ($10,350)	71.6
below 80% of median ($16,650)	54.0
below 100% of median ($20,700)	31.1

Welfare Caseload. As of May 1980, welfare assistance was provided in 127 cases, with an average expenditure of $130 for each case. Most of the welfare assistance was in the area of medical assistance and Aid to Families with Dependent Children (AFDC).

Education. Approximately one-third of the residents 25 years and older completed high school. The median number of years of school completed by residents of Whitmore Village was 9.1

Table 16

Helemano Elementary
Number of Years of School Completed, 1970[29]

Years Completed	Percent
no school	12.1
1 to 7 years	29.4
8 years	7.6
9 to 11 years	17.8
12 years	23.2
some college	6.0
college plus	3.9

[28] City and County of Honolulu, Office of Human Resources, Neighborhood Data Book: Whitmore Village, pp. B1-B2.

[29] Ibid., p. E1.

Waialua Elementary School, Class 09

Waialua Elementary School lies at the northern entreme of the Central O'ahu School District. Located approximately 40 miles from Honolulu, Waialua is primarily an agricultural area. It is the site of one of the few surviving sugar plantations on O'ahu.

The majority of the land in the area is classified as agriculture. Nearly half of the land is in use. Approximately 2 percent of the land is classified as urban, while another 29 percent is classified as conservation land.

Within the community are numerous, "mom and pop" type grocery stores and service stations. However, most of the land is in sugar cane cultivation.

Population. The area contains approximately 1.1 percent of the State's population. The population is young, with approximately 65 percent under the age of 35. Two ethnic groups, the Filipinos and the Japanese comprise the major portion of the population. The majority of the residents have lived in Hawai'i for 20 years or more.

Table 17

Waialua Elementary
Population by Ethnicity, 1980[30]

Ethnicity	Percent
Caucasian	18.0
Chinese	5.1
Filipino	45.3
Hawaiian/part-Hawaiian	6.0
Japanese	25.6

Occupation. Persons working in professional, technical and managerial, and clerical and sales, and craftsmen and foreman positions make up half of those persons 16 years old and older who are employed. The unemployment rate for Waialua is twice as high as the rate for all O'ahu.

30 City and County of Honolulu, Office of Human Resources, Neighborhood Data Book: Waialua/Haleiwa, (Honolulu: Office of Human Resources, 1980), p. A3.

Table 18

Waialua Elementary
Occupational Categories, 1970[31]

Occupation	Percent
professional/technical/managerial	19.1
clerical/sales	13.6
service	12.7
craftsmen, foreman and kindred workers	17.8
operatives, except transport	12.4
transport equipment operatives	3.8
laborers, except farm	7.9
farm laborers	12.3
other	0.4

Income. A majority of the households had incomes below the 1979 median, and most of the households had incomes in the moderate to low range

Table 19

Waialua Elementary
Median Household Income, 1979[32]

Income	Percent
below $10,350	37.6
$10,351 to $16,600	18.0
$16,601 to $20,700	12.8
$20,701 to $30,000	12.0
more than $30,000	8.5
don't know/refused	11.1
Households earning:	
below 50% of median ($10,350)	37.6
below 80% of median ($16,560)	55.6
below 100% of median ($20,700)	68.4

Welfare Caseload. Welfare assistance was provided to a total

31 City and County of Honolulu, Office of Human Resources, Neighborhood Data Book: Waialua/Haleiwa, pp. B1-B2.

32 Ibid., p. B5.

of 682 cases. Over a third of the assistance was in the form of AFDC (254 cases). Medical assistance and food stamps made up the next two largest categories of assistance provided.

Education. Just over 40 percent of the residents 25 years of age and older completed high school. On the average, the number of years of school completed was 10.6

Table 20

Waialua Elementary
Number of Years of School Completed, 1970[33]

Years Completed	Percent
no school	8.9
1 to 7 years	25.7
8 years	6.3
9 to 11 years	17.4
12 years	25.3
some college	8.9
college plus	7.5

Honolulu School District

While encompassing the smallest amount of area, the Honolulu School District is the largest in terms of the number of schools located within the District's boundaries (55), and the student population (over 38,400). The Honolulu District encompasses the southeastern portion of O'ahu, from Kalihi to Hawai'i Kai. The area is primarily urban and suburban, and is a contrast in socioeconomic conditions. The Kalihi area consists of low and middle income households, while the Hawai'i Kai end of the District consists of the upper-middle and high income households.

Fern Elementary School, Class 03

Fern Elementary School is located on the outskirts of downtown Honolulu in the Kalihi-Kapālama area. The community which the school services is urban in character, with retail trades and services providing most of the employment opportunities within the immediate area. As mentioned previously in this report, the Kalihi-Kapālama area is one area within the City and County of Honolulu in which there is a large proportion of Filipino residents.

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[33] City and County of Honolulu, Office of Human Resources, Neighborhood Data Book: Waialua/Haleiwa, p. E1

Population. Over one-third of the residents living within the area are Filipino. The next two largest ethnic groups are the Japanese and the Hawaiian/part-Hawaiians.

Table 21

Fern Elementary
Population by Ethnicity, 1975[34]

Ethnicity	Percent
Caucasian	5.1
Chinese	3.7
Filipino	36.0
Hawaiian/part-Hawaiian	18.9
Japanese	17.7
Korean	2.4
Samoan	2.8
Other	13.4

Industry. The service, retail, construction, government and manufacturing industries employ the majority of the residents 16 years old and older. The industries reflect the major types of employment opportunies available within downtown Honolulu and nearby areas.

Table 22

Fern Elementary
Industry of Employment, 1975[35]

Industry	Percent
agriculture	1.1
construction	15.2
finance/insurance	3.9
government	13.6
manufacturing	10.3
retail/wholesale	19.1
service	22.8
transportation/communication/gas	6.7
other	3.3
don't know/refused	4.0

[34] Hawaii Community Action Program, Inc., and Hawaii CAP Directors Association, 1975 Census Update Survey, pp. 44-45.

[35] Ibid., pp. 122-123.

Occupation. The majority of the residents 16 years old and older who are employed hold blue-collar occupations, with persons in service related occupations representing almost one-fourth of the working population.

Table 23

Fern Elementary
Occupational Categories, 1975[36]

Occupation	Percent
professional/technical/managerial	12.3
clerical/sales	20.7
service	23.9
structural	17.3
machine trade	5.0
bench work	4.3
processing	4.9
other	10.4
don't know/refused	1.2

Income. In 1975, the median household income for the Kalihi-Kapalama area was $10,061, well below the median of $14,139 for all O'ahu households. Within the area, 46.8 percent of the houseolds had incomes under $10,000.

Table 24

Fern Elementary
Median Household Income, 1975[37]

Income	Percent
under $5,000	27.0
$5,000 to $9,999	19.8
$10,000 to $14,999	20.7
$15,000 to $19,999	14.0
$20,000 to $24,999	6.5
$25,000 to $29,999	2.8
$30,000 to $34,999	1.0
over $35,000	2.4
don't know/refused	5.8

[36] Hawaii Community Action Program Inc., and Hawaii CAP Directors Association, 1975 Census Update Survey, pp. 120-121.

[37] Ibid., pp. 96-97.

Education. Just under 30 percent of the residents 25 years of age and older completed high school while another 16 percent continued their education beyond the high school level. Thirty percent did not attend or did not complete school beyond the seventh grade.

Table 25

Fern Elementary
Number of Years of School Completed, 1975[38]

Years Completed	Percent
no school	4.2
1 to 7 years	26.1
8 years	7.6
9 to 11 years	16.7
12 years	29.2
some college	7.6
received Bachelor's degree	5.7
some graduate work	0.4
received graduate degree	1.8
business, trade or technical school	0.4
don't know/refused	0.3

Windward O'ahu School District

The Windward O'ahu School District stretches from the northeastern end of the Island, location of Kahuku High and Elementary School, to the southeast, location of Waimānalo Elementary and Intermediate School. The District is hemmed in by the Ko'olau Mountain Range to the west and the Pacific Ocean to the east. Located within the District are 30 elementary, intermediate and high schools in which 19,815 students are enrolled.

Waimānalo Elementary and Intermediate School, Classes 06, 07 and 08

Waimānalo Elementary and Intermediate School is located in the extreme southeastern end of the Windward District. The land use within the area the school services is roughly divided into almost equal portions of urban, agriculture and conservation districts. Some of the land is designated by the State Department of Hawaiian Homes as homestead land. The community is mostly a "rural" farming community, although more recently, the area is slowly

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Hawaii Community Action Program and Hawaii Cap Directors Association, 1975 Census Update Survey, pp. 80-81.

becoming more urbanized as the demand for housing increases. With the increased numbers of people moving to Waimānalo, the lifestyle of the residents has been altered, and has created social problems for some of the families.

The students enrolled at Waimānalo Elementary and Intermediate come from homestead land areas, farmlot homes, beachlot homes and from the more recently built low to middle income housing projects.

Population. The population in the area is generally young and comprised mainly of one ethnic group, the Hawaiians and part-Hawaiians. The majority of the residents in the area have lived in Hawai'i for 20 or more years.

Table 26

Waimānalo Elementary and Intermediate
Population by Ethnicity, 1980[39]

Ethnicity	Percent
Caucasian	16.7
Chinese	3.1
Filipino	15.6
Hawaiian/part-Hawaiian	47.9
Japanese	13.6
Korean	0.5
Samoan	1.0
Other	1.6

Occupation. Almost equal numbers of persons were employed in the following three areas: Clerical and sales; Craftsmen, foreman and kindred workers; and service workers. Together they comprised the occupations of 56 percent of the employed population 16 years old and over.

39 City and County of Honolulu, Office of Human Resources, Neighborhood Data Book: Waimanalo, (Honolulu: Office of Human Resources, 1980), p. A3.

Table 27

Waimānalo Elementary and Intermediate
Occupational Categories, 1970[40]

Occupation	Percent
professional/technical/managerial	15.5
clerical/sales	20.0
service	17.5
craftsmen, foreman and kindred workers	18.4
operatives, except transport	5.5
transport equipment operatives	5.2
laborers, except farm	8.9
farm laborers	8.6
other	0.4

Income. Nearly three-fourths of the households had incomes below the 1979 median of $20,700. Most of the households fell into the low and moderate income categories.

Table 28

Waimānalo Elementary and Intermediate
Median Household Income, 1979[41]

Income	Percent
below $10,350	29.2
$10,351 to $16,600	25.0
$16,601 to $20,700	18.7
$20,701 to $30,000	10.4
more than $30,000	4.2
don't know/refused	12.5
Households earning:	
below 50% of median ($10,350)	29.2
below 80% of median ($16,560)	54.2
below 100% of median ($20,700)	72.9

Welfare Caseload. Within the Waimānalo area, welfare assistance

40 City and County of Honolulu, Office of Human Resources, Neighborhood Data Book: Waimanalo, p. B5.

41 Ibid., pp. B1-B2.

was provided in 777 cases, with a total expenditure of $156,507. Most of the assistance was provided in AFDC, medical and food stamps.

Education. Approximately 50 percent of the population 25 years old and older completed high school. Within this group, 13 percent continued their education beyond high school. The median years of school completed by Waimānalo residents was 12.0.

Table 29

Waimānalo Elementary and Intermediate
Number of Years of School Completed, 1970[42]

Years Completed	Percent
no school	2.0
1 to 7 years	17.9
8 years	10.2
9 to 11 years	19.7
12 years	37.1
some college	7.1
college plus	6.0

Kahuku High and Elementary School, Class 11

Kahuku High and Elementary School is the only school on O'ahu which serves students from grades kindergarten through twelve. The school is located 31 miles north of Honolulu.

Prior to the closing of the Kahuku Sugar Mill in 1971, the economic base of the area was agriculture. Since 1971, the area has undergone a period of transition. A major resort hotel was built, and the sugar mill was transformed into a museum, making it a major tourist attraction in the area. (The sugar museum has since closed.) Other major tourist attractions in the area include the Polynesian Cultural Center, operated by the Brigham Young University-Hawai'i (BYU-H). The campus of BYU-H is also located nearby.

Much of the land (75 percent) is classified as agricultural, with future land use planned for agriculture and open space.

Population. The population is young, with two-thirds of the residents under age 35. Primarily, the Filipinos and the Japanese together make up most of the population.

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42 City and County of Honolulu, Office of Human Resources, Neighborhood Data Book: Waimanalo, p. E1.

Table 30

Kahuku High and Elementary
Population by Ethnicity, 1980[43]

Ethnicity	Percent
Caucasian	14.3
Hawaiian/part-Hawaiian	14.3
Filipino	42.9
Japanese	20.0
Samoan	5.7
Other	2.8

Occupation. Almost 25 percent of all persons 16 years old and over who are employed are in professional, technical and managerial positions. Craftsmen, foreman and kindred workers make up another 16 percent of the workforce.

Table 31

Kahuku High and Elementary
Occupational Categories, 1970[44]

Occupation	Percent
professional/technical/managerial	23.2
clerical/sales	12.2
service	16.2
craftsmen, foreman and kindred workers	16.6
operatives, except transport	8.5
transport equipment operatives	7.0
laborers, except farm	4.8
farm laborers	11.5

Income. Nearly 75 percent of the households had incomes below the $20,700 median. Most of the households fell into the low and moderate income categories.

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[43] City and County of Honolulu, Office of Human Resources, Neighborhood Data Book: Waimanalo, (Honolulu: Office of Human Resources, 1980), p. A3.

[44] Ibid., pp. B5.

Table 32

Kahuku High and Elementary
Median Household Income, 1979[45]

Income	Percent
below $10,350	40.0
$10,351 to $16,600	17.2
$16,601 to $20,700	11.4
$20,701 to $30,000	5.7
more than $30,000	11.4
don't know/refused	14.3
Households earning:	
below 50% of median ($10,350)	40.0
below 80% of median ($16,560)	57.1
below 100% of median ($20,700)	68.6

Welfare Caseload. Welfare workers provided assistance in 477 cases. AFDC, medical assistance, and food stamps were the three major areas in which assistance was provided.

Education. The median number of years of school completed for persons 25 years of age or over was 11.8 years. This was below the 12.4 years for O'ahu residents as a whole. Nearly half (49 percent) of the residents completed high school. Of these, 24 percent continued their education beyond high school.

Table 33

Kahuku High and Elementary
Number of Years of School Completed, 1970[46]

Years Completed	Percent
no school	11.1
1 to 7 years	17.4
8 years	9.1
9 to 11 years	13.4
12 years	25.0
some college	13.1
college plus	10.9

[45] City and County of Honolulu, Office of Human Reources, Neighborhood Data Book: Kahuku, pp. B1-B2.

[46] Ibid., p. E1.

Leeward O'ahu School District

The Leeward O'ahu School District encompasses the southwest portion of the island. It extends from the Wai'anae Coast on the western most end, to Pearl City in the southeast. The district is primarily suburban and agricultural, with a variety of employment opportunities within the area. Steel and cement companies, an oil refinery and other manufacturing industries are located within a major industrial park area. Also located within Leeward District's boundaries is a sugar mill. Two military installations, Iroquois Point and Barber's Point Naval Air Station are also located in the Leeward District.

The Leeward District staff are responsible for the administration of 33 elementary, intermediate and high schools with a student population of 29,820. The District is the third largest school district in the state.

'Ewa Elementary School, Class 10

'Ewa Elementary School is located in a "rural" section of O'ahu, approximately 25 miles from downtown Honolulu. The school is located in an old plantation community. The residents live in homes operated by Oahu Sugar Company, a division of Amfac, Inc., as employee housing. A community grocery store and a gas station are the two major businesses within the immediate area. The community is dependent on nearby towns for consumer goods and services.

Until several years ago, a sugar mill provided the major source of employment for the community. The mill ceased operations and the workers were transferred to Oahu Sugar Company located in nearby Waipahu.

Population. 'Ewa is a small community with just over 2,500 residents. Two ethnic groups, the Filipinos and the Japanese, make up 65 percent of the population.

Table 34

'Ewa Elementary
Population by Ethnicity, 1980[47]

Ethnicity	Percent
Caucasian	14.7
Chinese	1.3
Filipino	38.0
Hawaiian/part-Hawaiian	10.7
Japanese	27.3
Other	8.0

Industry and Occupation. Information on the types of industry and occupation the residents are engaged in are not available. However, according to information provided by the school's principal, approximately 95 percent of the students enrolled at 'Ewa Elementary have parents or grandparents who work for O'ahu Sugar Company in various capacities.

Income. Approximately 64 percent of the households in 'Ewa have a combined income which is less than 80 percent of the median income for O'ahu households.

Table 35

'Ewa Elementary
Median Household Income, 1979[48]

Income	Percent
Households earning:	
below 50% of median ($10,350)	26.8
below 80% of median ($16,560)	63.8
below 120% of median ($24,840)	96.1

Sugar workers are relatively well-paid blue-collar workers when housing, medical, water and other fringe benefits are considered. Their children are usually eligible for free lunch benefits because of the size of the families. At 'Ewa Elementary, 43 percent of the students

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[47] City and County of Honolulu, Office of Human Resources, Neighborhood Data Book B: 'Rest Of Oahu, (Honolulu: Office of Human resources, 1980), p. 216.

[48] Ibid., p. 218.

are eligible for the free lunch program, while 20 percent are eligible for reduced lunch benefits. According to the principal, 22 percent of the students' families are eligible for public welfare assistance.

Education. Information on educational attainment levels are not available.

CHAPTER SIX

SCHOOL DESCRIPTIONS

A total of twelve classes from eight schools in the Central, Leeward, Honolulu, and Windward Districts were observed for data collection purposes. The following sections describe each of the school settings and the classrooms.

Central O'ahu School District

Pearl Harbor Elementary School, Class 01

Pearl Harbor Elementary School is located two miles southwest of the Honolulu International Airport. The school is boardered by a shopping center parking lot, located just in front of the administration building and the cafetorium, and a freeway access located across an open playground.

The school complex is made up of single story buildings, each containing four classrooms. Buildings A through G are on the eastern portion of the campus and separated from Buildings H through L by a playground. Covered walkways connect one building to another and one portion of the campus to the other.

The bilingual classroom was located in Building H, Room 31. The classroom was located directly behind the building which contains the school library. The room was about 18 feet by 38 feet, with high ceilings and glass windows on both sides of the room which allowed much natural light to filter into the room. The room was also well ventilated.

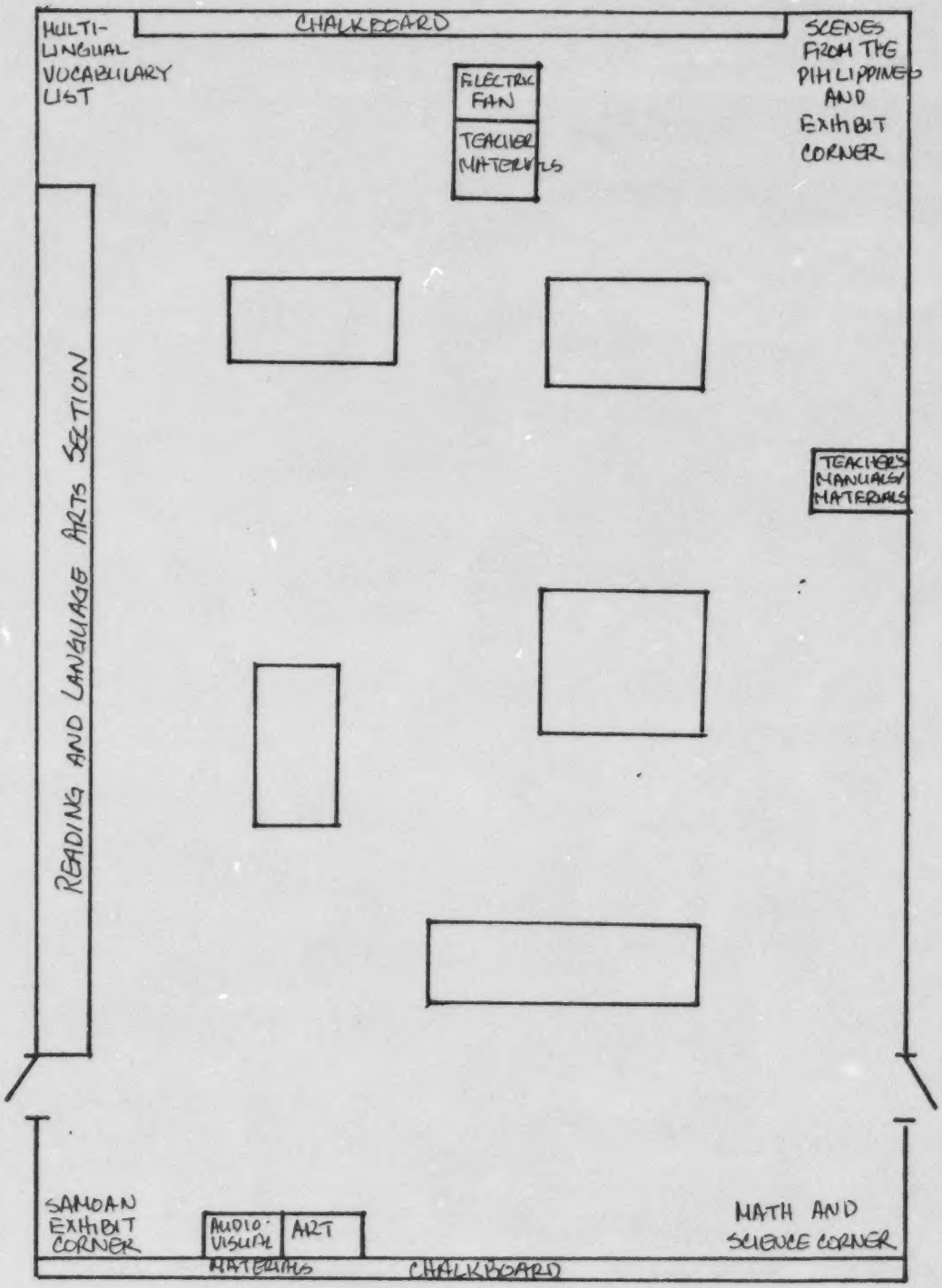
Located in a corner on the right side of the room was a Philippine Studies corner. Placed on the bulletin board in this corner were numerous color pictures of various scenes from the Philippines. Miniature woven baskets and other products made in the Philippines were also on display. The corner also had picture books and stories from the Philippines.

At the back of the room, a bulletin board displayed pictures depicting Samoan life. Tucked into a corner at the back of the room was an ethnic studies corner which had materials on various other ethnic groups. Figure 2 shows the classroom layout.

Kunia Elementary School, Classes 02 and 12

Kunia Elementary School rests on top of a hill, surrounded by

Figure 2: Classroom 01



acres of pineapple fields. The school provides educational services to families residing in housing units which are operated by the Del Monte Corporation as employee housing.

The school complex consists of a singe, I-shaped building reminiscent of the old, rambling plantation-type of housing. The building contains the principal's office, the library, the Junior Police Officers' room and six classrooms. The school's cafetorium is housed in a separate building behind the main complex.

Classes 02 and 12 were a self-contained class of fifth and sixth graders. The room is approximately 22 feet by 27 feet, and was well lighted and well ventilated. The room (Figure 3) however, was cramped with quite a bit of instructional materials.

At the front of the room was a chalkboard and some reading charts. The top of the chalkboard was adorned with pictures of musical instruments. Reading materials, a typewriter and a piano were placed on the right side of the room. Also on the right side of the room were reading charts on which sentences were written in both English and Ilokano. At the back of the room was a chalkboard and a bulletin board.

For instructional purposes, the students were seated in a U-shaped arrangement, facing the right side of the room.

Helemano Elementary School, Classes 04 and 05

Helemano Elementary School is located in a residential area approximately 25 miles from Honolulu. The school complex is made up of a building housing the cafetorium, a library and the administration offices, and three two-story classroom buildings. Four temporary, portable structures are used to supplement class space.

The school is located just off the road which serves as the main entry and exit route for the particular area. Behind the school is the Naval Communication Master Station, and some pineapple fields.

Classes 04 and 05 share a single, temporary classroom. The room (Figure 4) is about 22 feet by 24 feet and was equally divided between the teachers by a movable chalkboard. The teachers' desks were placed next to one another at the midpoint between the two doorways. Students were required to enter the room through the door located in the area occupied by Class 04 and exit through the door located in Class 05's side of the room.

In the area occupied by Class 04, right next to the entrance was a sink. A chalkboard was one one side of the room, and on either side of the chalkboard were bulletin boards displaying students' art work and colorful scenes from the Philippines. Around the corner from the scenes from the Philippines were posted rules for class behavior.

Figure 3: Classroom 02 and 12

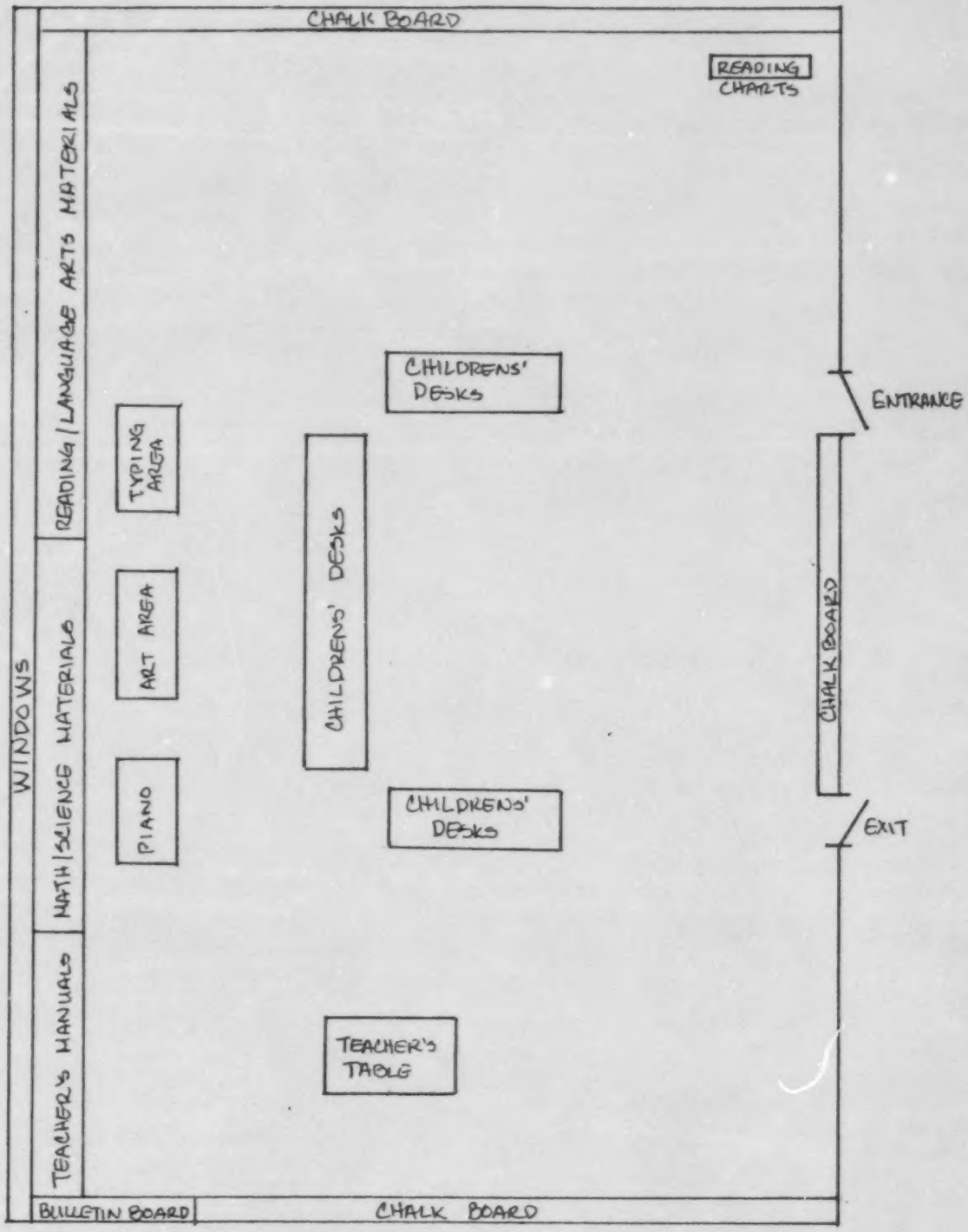
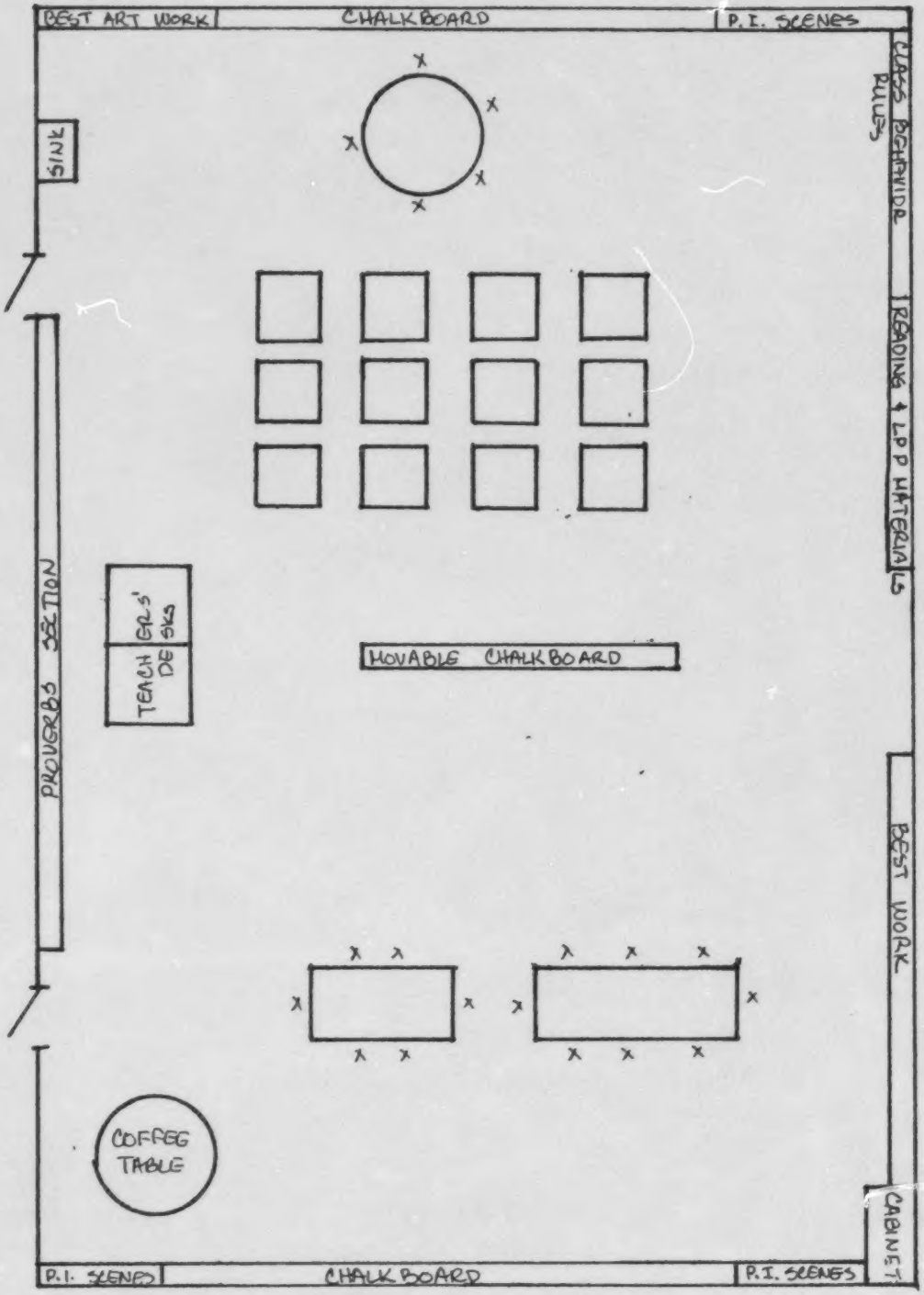


Figure 4: Classroom 04 and 05



Classroom seating arrangement depended upon class size. Small groups of students usually sat at a round table which was placed directly in front of the chalkboard. Larger groups of students sat at individual desks, which were arranged in three by four rows facing the chalkboard.

In the area occupied by Class 05 was a bulletin board for students' best work. A supply cabinet was located in one corner of the room. A chalkboard took up the space on one portion of a wall, and bulletin boards decorated with pictures depicting scenes from the Philippines were on either sides of the board.

Students sat around two rectangular tables and were provided individual, small group and whole class instruction. A round coffee table was located in a corner near the exit door.

Waialua Elementary School, Class 09

Located 38 miles from Honolulu, Waialua Elementary School is located in a "rural" community, surrounded by sugar cane fields. The school is located near the Waialua Sugar Mill and shares its grounds with a community park and a gymnasium.

The school consists of two two-story buildings, four temporary, portable classrooms and a cafetorium. Class 09 was located on the ground floor in Building C, right next door to the library.

Called the "workroom", the 10 feet by 21 feet room was shared by the bilingual and ESL teachers. A chalkboard was located at the front of the room. To the left of the chalkboard was a bulletin board which had a colorful display for Easter. The bulletin board on the right side of the chalkboard displayed students' art work. Corners were used to display matrials and student work from various subject areas. For example, along with the art work display area was the area for math materials. Another corner served as a social studies corner and another corner served as a materials storage and coffee corner.

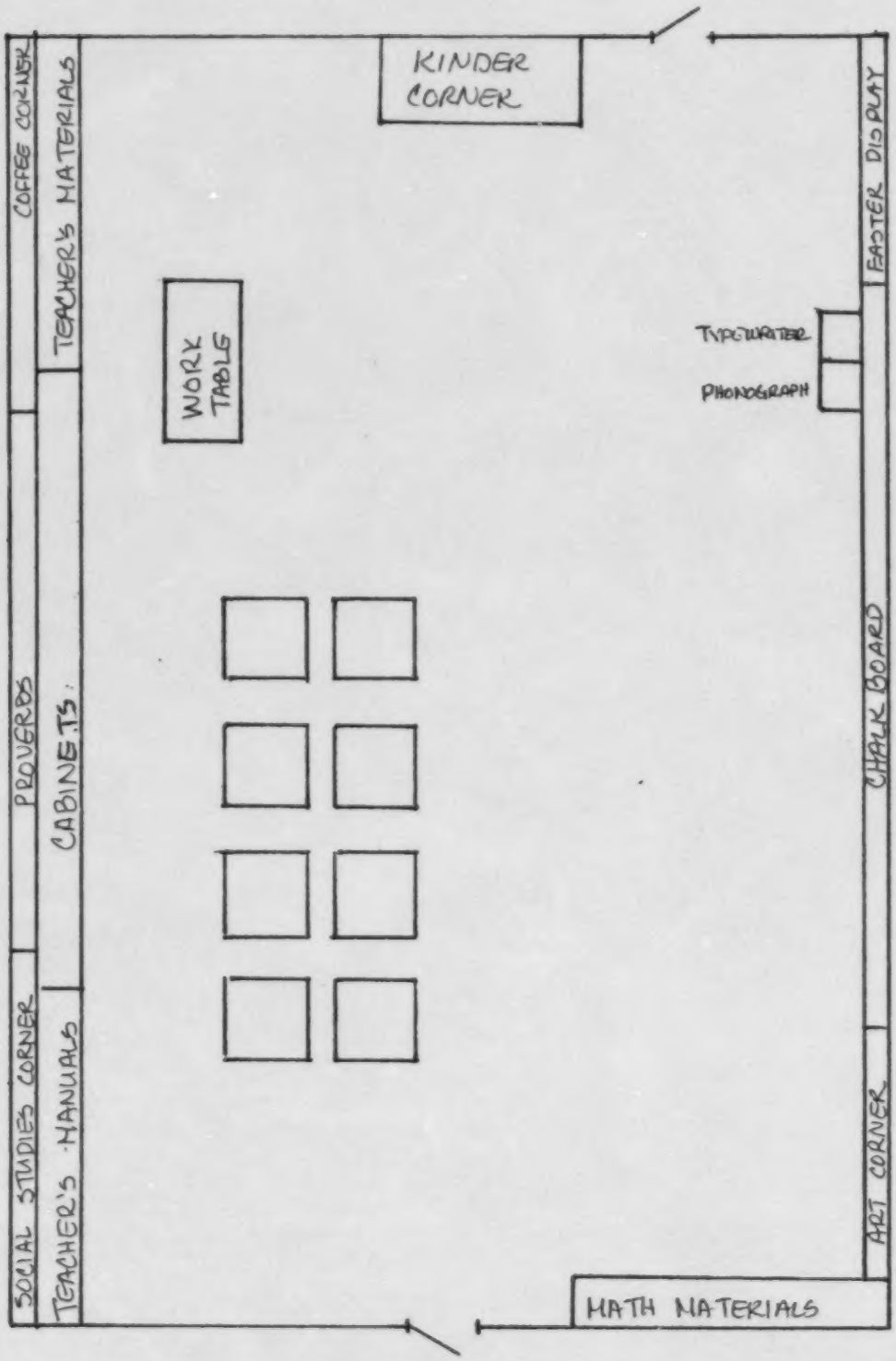
The room (Figure 5) contained eight small, rectangular tables and one large, rectangular table. The students sat at the smaller tables for whole class instruction and seatwork. The teacher provided individualized instruction to small groups or individual students at the larger table.

Honolulu School District

Fern Elementary School, Class 03

Fern Elementary School is located about 1½ miles from Honolulu. The school is located on Middle Street and faces a busy intersection which leads to the east-bound and west-bound

Figure 5: Classroom 09



freeways.

The school complex is made up of one- and two- story buildings. Building B is a single story building housing eight classrooms; Building C is the cafetorium. Three two-story buildings house a total of 22 classrooms. Covered walkways connect one building to another.

The bilingual education classroom was located on the second floor of Building I. The room was about 40 feet by 42 feet, and was divided into four sections. The room was shared by the Ilokano and Samoan bilingual education project; a Title I reading project; and an enrichment class for gifted and talented students.

The Ilokano bilingual classroom (Figure 6) occupied an area approximately 10 feet by 12 feet. Despite the small amount of space, it was well ordered. Low storage cabinets and a bulletin board, which displayed students' best work, served to divide the bilingual education project's portion of the room from the areas occupied by the other projects. There were two small listening booths and a reading cubicle for the students to use. The area was arranged such that two round tables, seating four students per table, were used for individual seatwork. One large, rectangular table, which could accommodate up to ten students, was used for activities which involved the entire class.

Windward O'ahu School District

Waimanalo Elementary and Intermediate School, Classes 06, 07 and 08

Waimanalo Elementary and Intermediate School is located in a rural community about 26 miles from Honolulu. The school provides educational services to students in grades kindergarten through eight.

The school is a large, sprawling complex made up of single story buildings. Buildings located toward the back end of the campus house the intermediate classroms, while the buildings on the front portion of the campus just off the main highway house the elementary classrooms. Part of the campus complex includes a school-community library and a gymnasium.

Class 06 (Figure 7) was located at the front end of the school, facing the highway. Located in building V-1, the 18 feet by 20 feet room was shared by a second and third grade class. The third grade class took about half of the space while the second grade class and the bilingual class shared the remaining space equally.

Along one wall occupied by Class 06 were low storage cabinates. Placed on top these cabinets were reading and language arts materials. Reading charts and maps, attached to mavable chart

Figure 6: Classroom 03

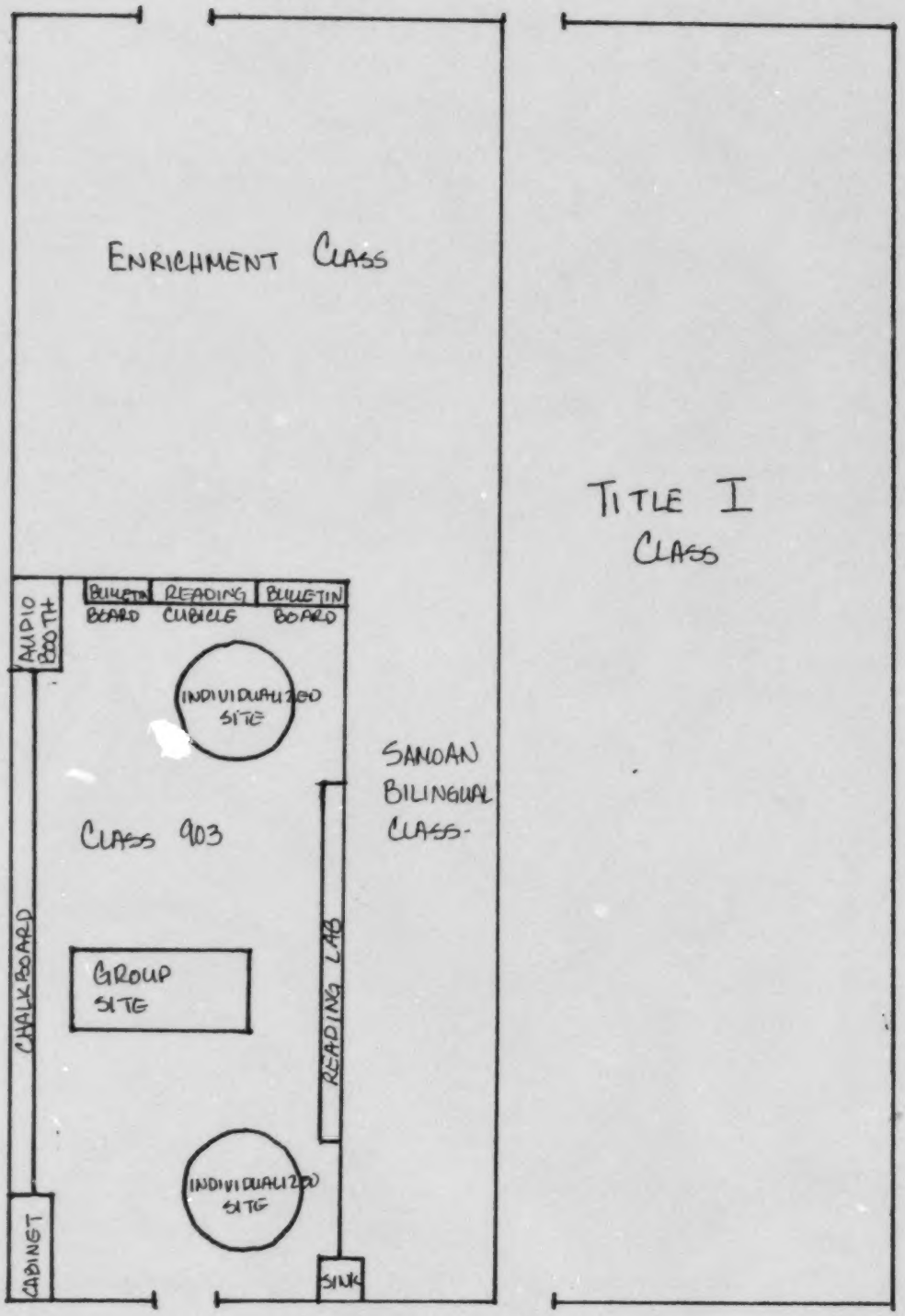
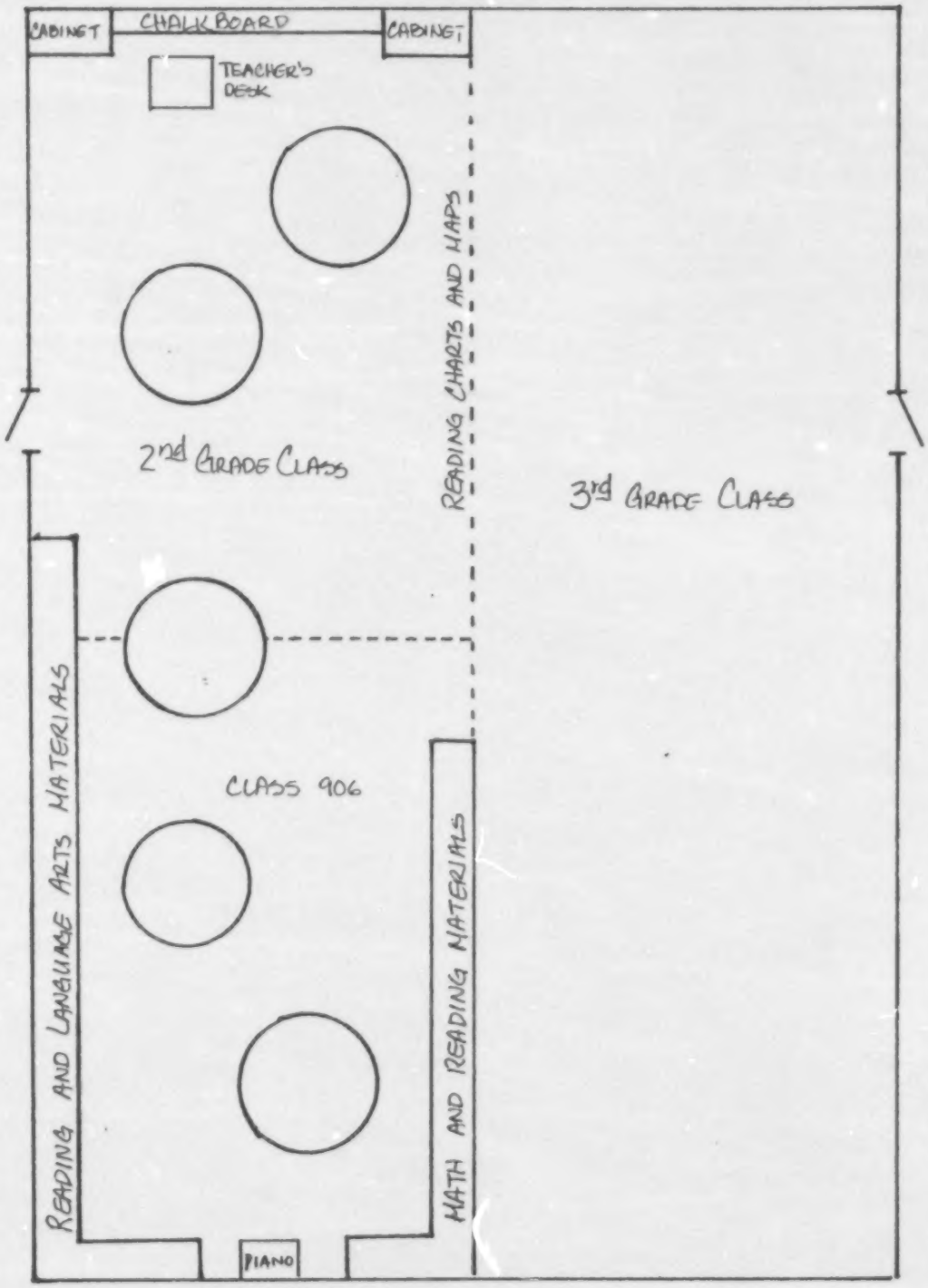


Figure 7: Classroom 06



stands, and six feet tall wooden cabinets were used to divide the third grade class from the other half of the class.

Students receiving bilingual instruction sat at two round tables in the area. Here, the bilingual teacher provided whole group as well as individualized instruction.

Class 07 (Figure 8) was located in the upper portion of the campus in Building K. The bilingual teacher worked with the regular teacher to provide bilingual students in grade six.

The room was about 20 feet by 22 feet. Up front was a chalkboard over which was placed the alphabet written in script. To the right of the chalkboard was a bulletin board on which an attendance chart, a reading list, and the names of cafeteria helpers for the week were posted. To the left of the chalkboard was another bulletin board on which a chart of the solar system was displayed. At the back of the room were two bulletin boards, one a science bulletin board and the other board displayed students' best work.

The students sat at individual desks. Desks were arranged in four rows with eight desks per row. Students receiving bilingual assistance sat in one row on the side where the chart of the solar system was displayed. The bilingual teacher sat at the end of the row occupied by the bilingual students. After the regular teacher provided whole class instruction, the bilingual teacher assisted her students.

Class 08 (Figure 9) was located in building U, directly behind the building in which Class 06 was located. The class was a kindergarten class in which 14 of the 25 students received bilingual assistance.

The room was about 20 feet by 34 feet and divided between the regular teacher and the bilingual teacher. Low cabinets containing reading and language arts materials served as room dividers.

Both teachers shared the room equally. Half the room contained work tables on which the names of each student were placed, providing each student with a permanent seating place. Depending upon the lesson requirements for the period, the bilingual and the regular teacher would switch sides of the room. For example, if the regular teacher was doing a lesson on writing, she would use the area in which the work tables were and the bilingual teacher would use the other half of the room with the students seated on a carpeted area on the floor. Often times, however, the teachers used a team approach and instructed the whole class.

In various corners of the room were an art corner and a math corner. A bathroom and a washroom were located in another corner, while the final corner was used as a listening corner. In another portion of the room, cubby holes and room dividers were placed so that a play area was set aside for the students. Placed around the room on the walls and bulletin boards were colorful

Figure 8: Classroom 07

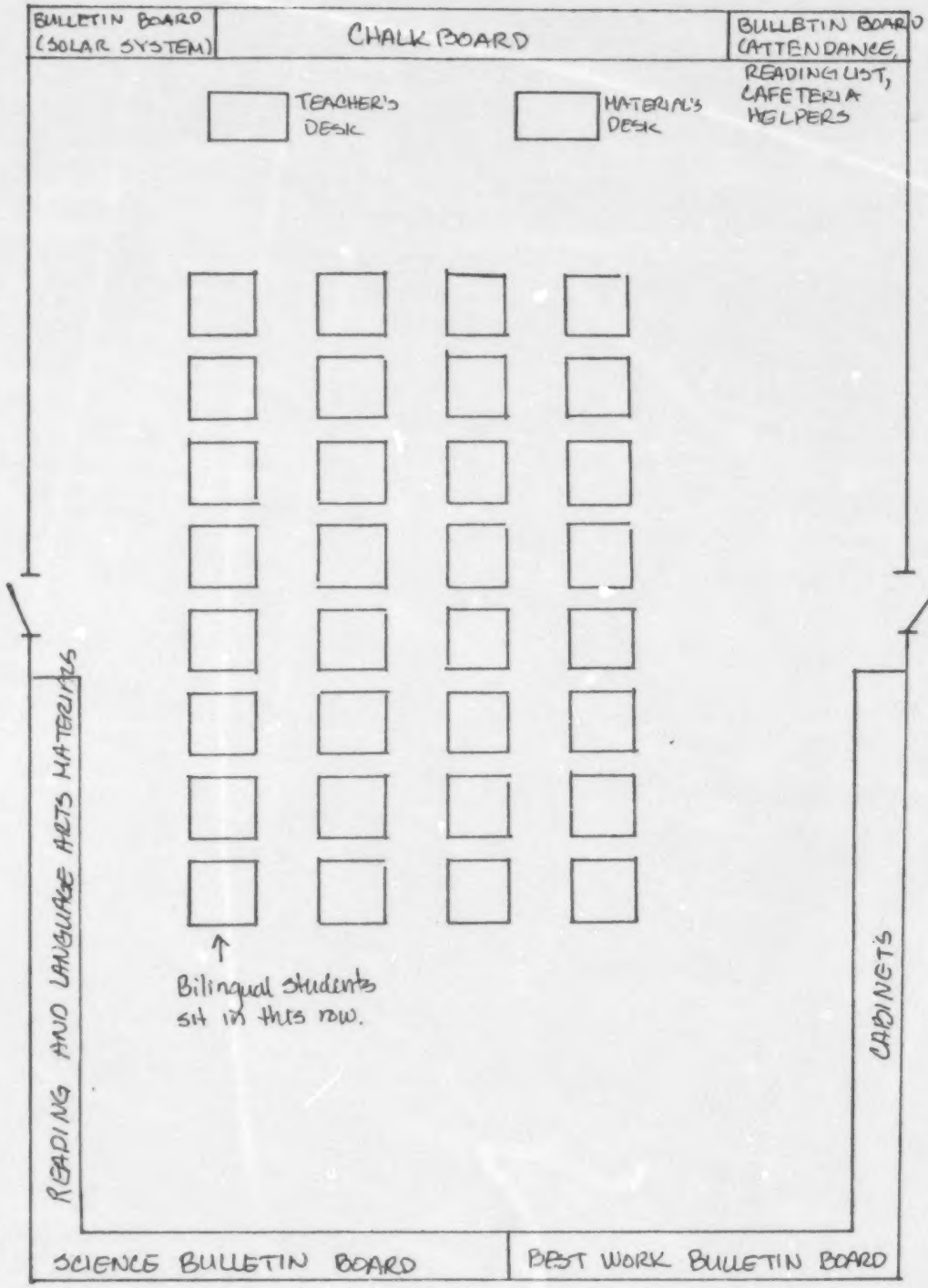
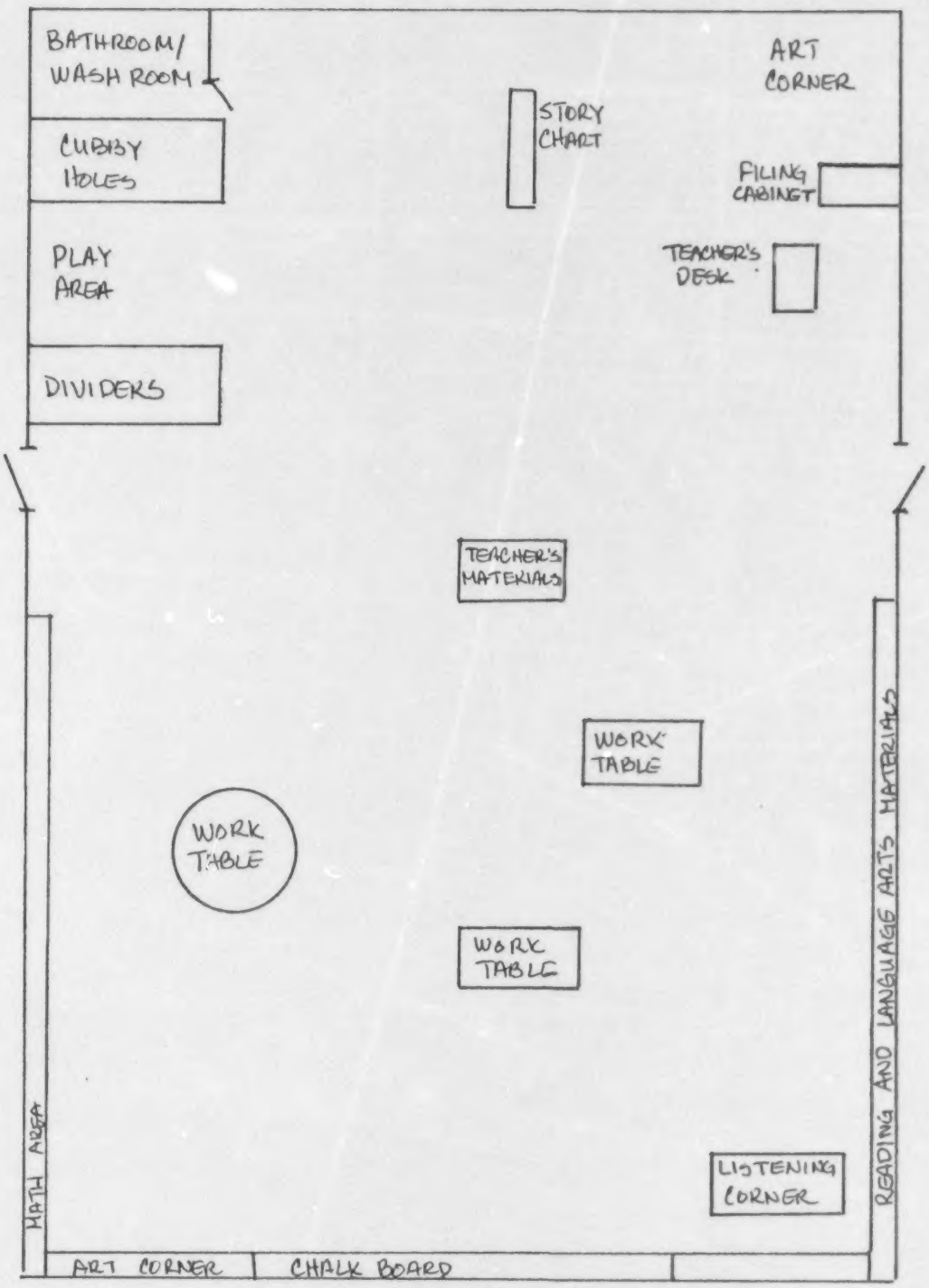


Figure 09: Classroom 08



art materials which made the room look cheerful and pleasant.

Kahuku High and Elementary School, Class 11

Kahuku High and Elementary School is located about 35 miles from Honolulu and provides educational services to students in grades kindergarten through twelve. The campus is large and distinctly divided into an elementary campus and a secondary campus. The secondary students occupy the buildings located at the back end of the campus, away from the main highway. The elementary classrooms are located in one and two story buildings closest to the administration building just off the highway. The school cafeteria and the community-school library separate one section of the campus from the other.

Class 11 was located in portable classroom P1. The room is located to the left of the administration building. Two bilingual teachers, one a Hawaiian speaker and one an Ilokano speaker, shared the 16 feet by 24 feet classroom equally. Each teacher had a doorway on his/her side of the room. Carrels, which students could use to store their materials, were placed at the center of the room and served as room dividers.

As one entered the door by the Ilokano teacher's area, immediately to the left side was a word bank area. Moving around the room, at the front was a chalkboard with bulletin boards on either side. Posted on one bulletin board was a calander and initial sound cards with colorful pictures to match the sounds. On the other bulletin board were the days of the week and the months of the year written in both English and Ilokano.

Located beneath the chalkboard were special packets taped to the wall. Contained in these packets were math materials such as drill cards and worksheets.

A color chart, and a chart identifying the objectives of the bilingual education class were also displayed on the wall.

Students sat at the two rectangular or one round table. The teacher then provided whole class or individual instruction. Figure 10 provides the classroom layout.

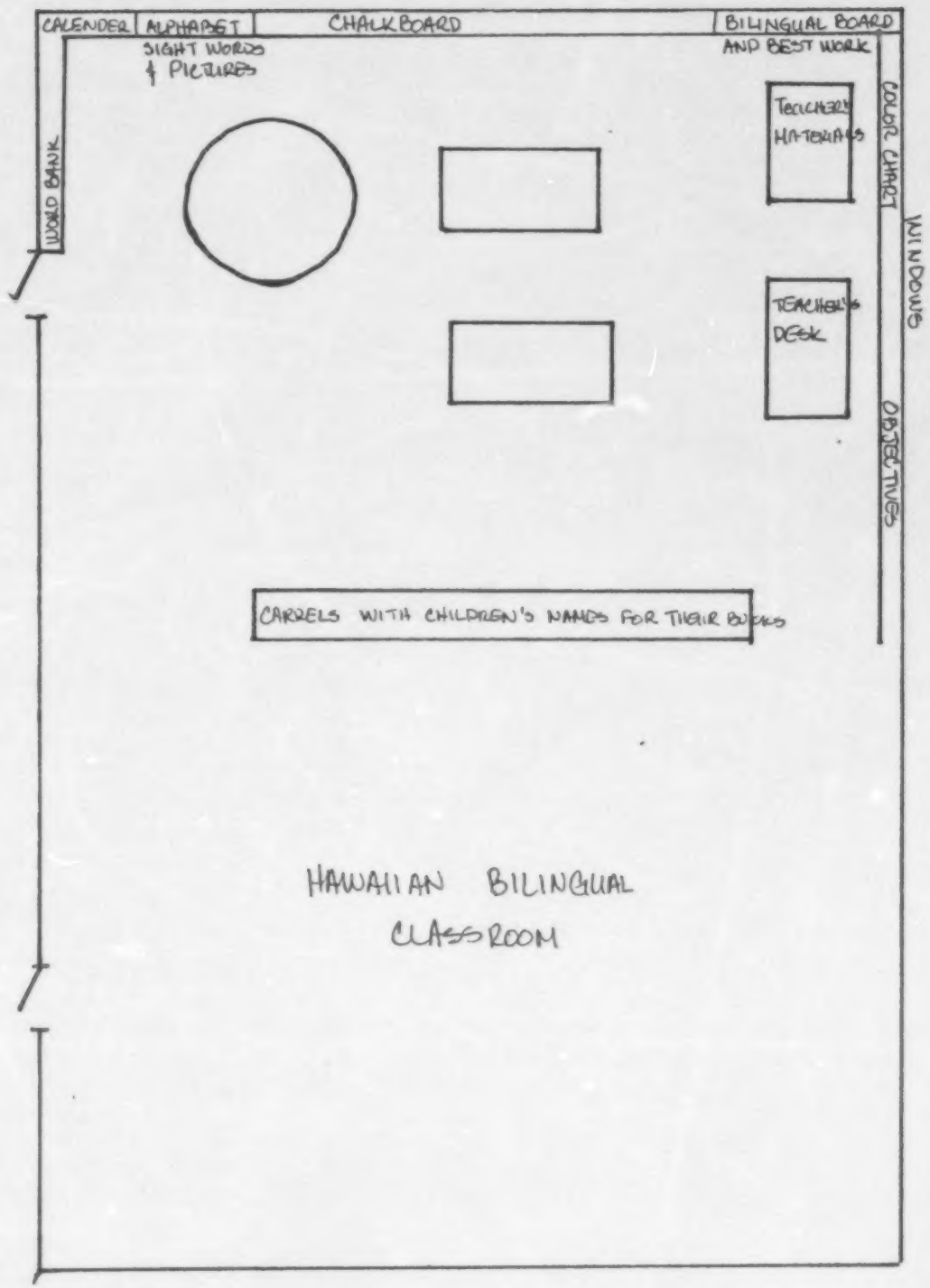
Leeward O'ahu School District

'Ewa Elementary School, Class 10

Located about 25 miles from Honolulu, 'Ewa Elementary School is located in an old, plantation community. The school is situated just off the main road into and out of 'Ewa Town.

The school consists of three classroom buildings and a building which houses the adminstration office, the library and

Figure 10: Classroom 11



four classrooms. The cafetorium is located in a separate building across from the administrative offices. The buildings surround a spacious playground.

Buildings C, D and I, the major classroom buildings, are located at the rear of the campus. Beyond these buildings is a fence which separates the school grounds from the cane fields.

Class 10 (Figure 11) was located in Building D, Room 39. Of the three buildings in the vicinity, this building is the closest to the cane fields.

The room was approximately 20 feet by 22 feet and was well lighted but not well ventilated. As a result, fans were mounted on the front and rear walls of the classroom to help circulate the air.

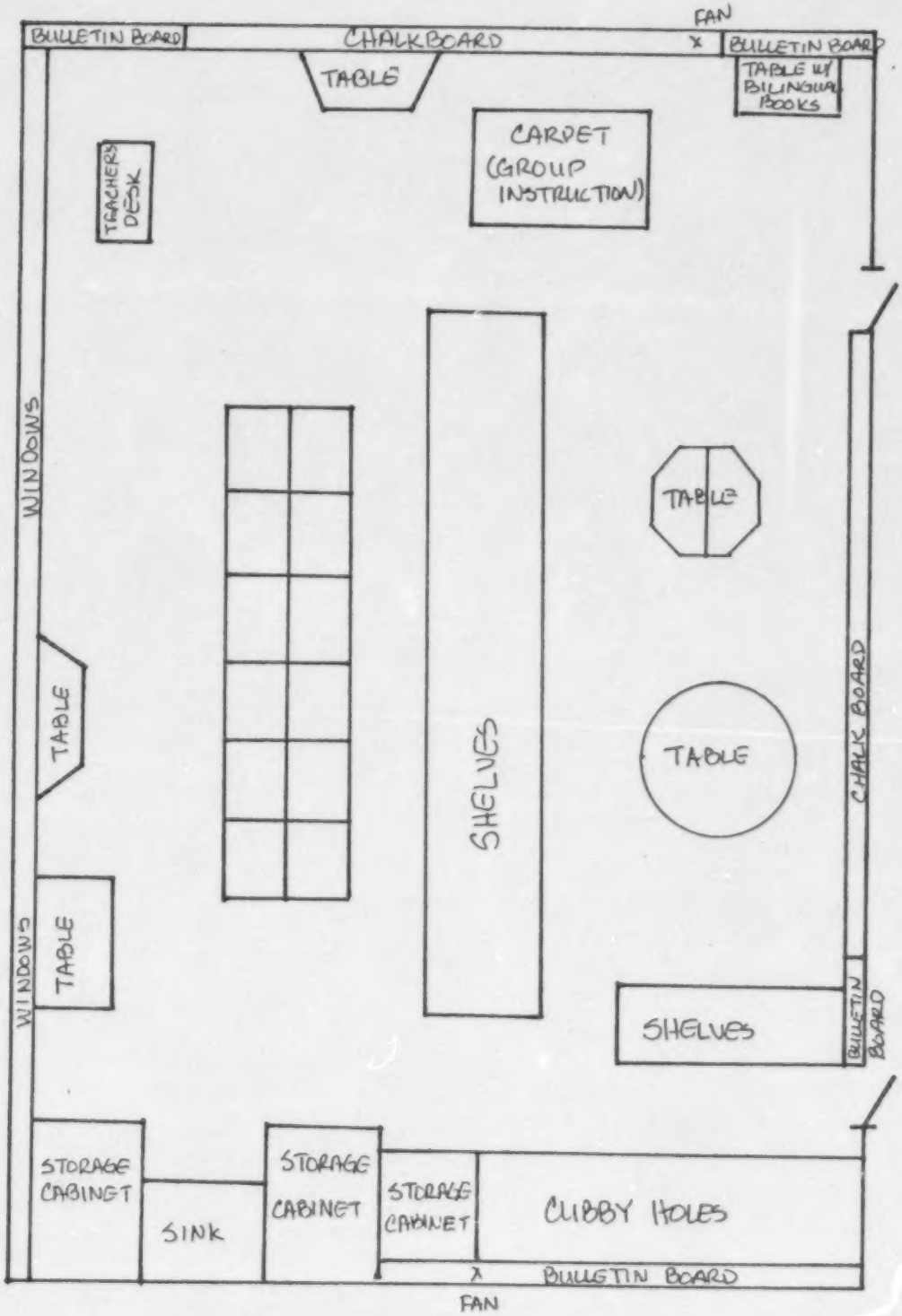
The room was divided into a whole group instruction area and a seatwork area. The seatwork area was divided by low storage shelves into two areas. On one side of the shelves were 12 desks arranged in two rows of six desks to create a long, rectangular table. On the other side of the shelves were two large work tables.

At the front of the room was a chalkboard with bulletin boards on either sides. Along one side of the wall, where the doorways were located was another chalkboard and bulletin board. Along the back of the room was a large bulletin board, cubby holes, three storage cabinets and a sink. Along the fourth wall were the wooden louvered windows which opened out to the cane field.

Stored on the shelves, cubby holes and tables around the room were reading, math and language arts materials, games, magazines, student materials and other supplies.

The bulletin boards on the front, side and back of the room were decorated with various posters on punctuation, spelling, parts of a letter and an alphabet chart. Displayed on the cabinet doors at the back of the room, and part of the bulletin board were examples of the students' art work and worksheets which had been completed successfully.

Figure 11: Classroom 10



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APPENDICES

Appendix A

Identification, Assessment and Programming System for Students of Limited English Proficiency: A Systems Manual 1980-81

Office of Instructional Services/Special Needs Branch • Department of Education • State of Hawaii • RS 80-9621 • August 1980

SECTION I

IDENTIFICATION AND ASSESSMENT

The purpose of this section is to provide a standard procedural format for support documentation to ensure that all target students are: (1) identified; (2) assessed for English language proficiency; (3) assessed for native language proficiency; and 4) assigned a language dominance category.

SECTION I.A SURVEY OF NEWLY ENROLLED STUDENTS

I.A1 General Description

The initial phase of the identification and assessment section involves the identification and screening of all newly enrolled students through the Student Enrollment Form SIS-10. (See Attachment 1 for a sample of this form.)

I.A2 School Survey

The school shall have each newly enrolled student complete Form SIS-10 and assist parent(s)/guardian(s) to complete the form. This will be in compliance with procedures disseminated by the Student Information Services Branch to ensure a survey of the total student population.

Bilingual assistance must be provided parent(s)/guardian(s) if language difficulties are encountered when completing the form.

I.A3 Survey Instrument

Through items 19, 20, 41, and 42, Form SIS-10 will provide information to help identify possible students of limited English proficiency.*

A. If a language other than English is indicated on Item No. 19: Language Spoken To Student Most Of The Time At Home.

*Effective 1981-82, this form shall include this additional item: STUDENT'S FIRST ACQUIRED LANGUAGE.

B. If a language other than English is indicated on Item No. 20: Language Spoken By Student Most Of The Time At Home.

C. If a year is indicated on Item No. 41: Year of Arrival in the United States.

D. If there is a "no" response to Item No. 42: U.S. Citizenship Status.

I.A4 Computer Data Input

Student data gathered shall be processed in accordance with the Procedures Manual for the Student Accounting System.* Computer lists shall be made available to schools indicating 1) all students for whom a Form SIS-10 has been submitted, and 2) all potential students of limited English proficiency. Appropriate action will assure that all students have been identified and screened.

*Forms OIS-0801 and OIS-0802 shall be used for computer data input for all student assessment and programming information.

SECTION I.B ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

I.B1 General Description

All students identified as potential students of limited English proficiency through Form SIS-10 as having a home language or first acquired language other than English shall be administered an English language proficiency test. Based on the test results, further assessment shall be made. Students who are English proficient shall be administered a standardized achievement test in language arts, reading, and math. Students who are not English proficient shall be administered a native language proficiency test.

I.B2 Test Format

Schools will administer an English language proficiency test[3] which will determine the students' ability to function in English at a level comparable to their monolingual English speaking peers, to determine if they can participate in and benefit from instruction in an educational setting where only English is used. Attachment 2 provides the conversion table for raw scores or English language proficiency scores to a common input format. Using the conversion table which is based on test specifications, the language proficiency scores have been reduced to a four-point scale so that the data input is made using a common basis.

[3]For 1980-81, two English proficiency tests are used: Language Assessment Scales (LAS) and Basic Inventory of Natural Language (BINL). From 1981 on, only LAS shall be used.

I.B3 Test Population and Administration

The English language proficiency test will be administered to all students who have been identified as potential students of limited English proficiency.

To ensure that all potential students are assessed, schools will be provided with weekly computer printouts listing all students to be administered the English language proficiency test.

The English language proficiency test shall be administered by program staff or by regular classroom teachers appropriately trained in administering such a test.

I.B4 Results of English Proficiency Test

The English proficiency test scores will classify students into two groups: students who are proficient in English, and those who are not proficient in English. The non-proficient students shall immediately be referred for native language proficiency assessment. The English proficient students shall be administered a standardized achievement test of language arts, reading and math.

SECTION I.C NATIVE LANGUAGE PROFICIENCY ASSESSMENT

I.C1 General Description

All possible students of limited English proficiency who have been assessed in the English language through procedures in Section I.B as being non-proficient in English will be assessed in the native language. Additionally, those who were assessed as being English proficient, but who scored below the 25%ile in a standardized achievement test of language arts, reading and math, shall be given a native language proficiency rating which will be used in conjunction with the English language proficiency rating to determine the student's language dominance.

I.C2 Native Language Proficiency Instrument

The native language proficiency instrument shall be administered by bilingual personnel who are proficient in both English and the student's native language. The instrument will determine three levels of native language proficiency:

A. Not Proficient

B. Marginally Proficient

C. Proficient

Results of this assessment may also be used in diagnosing specific needs of the students.

I.C3 Assignment of Language Dominance Category

The student's native language proficiency rating will be combined with the results of the English language proficiency test to compute the language dominance category as shown in Table I. The resulting language dominance category shall then be used to make decisions concerning the student's subsequent program placement.

The language dominance categories are those formulated by the Office for Civil Rights to categorize national origin minority students whose first acquired language or home language is other than English:

Language Dominance 1: Monolingual in language other than English

Language Dominance 2: Dominant in language other than English

Language Dominance 3: Bilingual

Language Dominance 4: Dominant English

Language Dominance 5: Monolingual English

I.C4 Summary of Identification and Assessment Procedures

Table II summarizes the identification and assessment procedures which must be completed within twenty (20) calendar days of enrollment, during September 1 - October 1, or within fifteen (15) days at any other time of the year.

TABLE I

DECISION RULES FOR CATEGORIZING LANGUAGE DOMINANCE
OF STUDENTS OF LIMITED ENGLISH PROFICIENCY

		ENGLISH LANGUAGE PROFICIENCY			
		Not English Proficient		English Proficient	
		Level 1	Level 2	Level 3	Level 4
NATIVE LANGUAGE PROFICIENCY	Level 1 Not Proficient	1*	2	4	5
	Level 2 Marginally Proficient	1	2	4	4
	Level 3 Proficient	1	2	3	3

*Should be referred for further assessment through Special Services team, but provided intensive language services in the meantime.

TABLE II

IDENTIFICATION AND ASSESSMENT PROCEDURES
FOR NEW STUDENTS

STEPS	INSTRUMENTS	WHEN	BY WHOM	TYPE OF DECISION	DISPOSITION OF DATA
1. Identification of first acquired or home language other than English.	Form SIS-10	At time of registration	Principal's designated personnel	Is this a possible Student of Limited English Proficiency?	Submit to SIS; copy to school-designated coordinator of SLEP activities.
2. Assessment of English language proficiency.	English Proficiency Test (EPT)	Within 15 calendar days of enrollment if between September 1 and October 1; within 10 calendar days at other times.	School or program staff.	English language proficiency score: the English proficient--for achievement testing; the non-English proficient -- for native language proficiency testing.	Submit to SIS; information recorded on individual student profile at school.
3. Assessment of native language proficiency.	Native Language Proficiency Instrument.	For critical language group, within 20 calendar days of enrollment if between 9/1 and 10/1; within 15 calendar days at other times. For non-critical language groups, within 30 calendar days of enrollment between 9/1 and 10/1, and within 20 calendar days at other times.	School or program staff.	Native language proficiency rating.	Submit to SIS; Information recorded on individual student profile at school.

(Continued on next page.)

TABLE II
(Page 2 of 2)
IDENTIFICATION AND ASSESSMENT PROCEDURES
FOR NEW STUDENTS

STEPS	INSTRUMENTS	WHEN	BY WHOM	TYPE OF DECISION	DISPOSITION OF DATA
4. Assessment of language dominance.	Combination of native language proficiency rating and EPT determination of English proficient or not.	As soon as student native language proficiency and English Proficiency Test input is processed by SIS.	SIS for computer listing.	Diagnosis and verification of appropriate program/service placement.	Information recorded on individual student profile at school.
5. Assessment of achievement level in Language Arts, Reading, and Math (for those initially assessed as English proficient in #3 of the preceding page).	Standardized Achievement Test with sub-tests in Language Arts, Reading, and Math.	Immediately after English proficiency level has been determined, or no later than 15 calendar days of enrollment.	School or program staff.	Standardized test score and percentile ranking for each sub-test to determine appropriate program/service needed or place students completely in mainstream.	Submit to SIS; information recorded on individual student profile for underachievers.

I-9

SECTION II

PROGRAM PLACEMENT

The purposes of this section are: 1) to prescribe measures for diagnosing a student's need for intensive or general language services; 2) to describe these instructional services, including the instructional mode and time; 3) to specify criteria for exit from such services; and 4) to describe the instructional staff who will deliver the services.

S ION II.A DIAGNOSIS

II.A1 General Description

This section provides guidelines for the following:

A. Assessment of need for intensive and general language assistance for students of limited English proficiency.

B. Guidelines and criteria for prescribing intensive and general language services.

C. Guidelines and criteria for exit from intensive and general language services.

D. Procedures and criteria for monitoring and documentation of student progress.

II.A2 Assessment

The initial assessment for intensive and general language services will be based upon objective measures: the English Proficiency Test (EPT) and the Native Language Proficiency Instrument. Students categorized as language dominance categories 1 and 2 will also be assessed in the core curriculum areas to enable the staff to determine strengths and weaknesses in specific subject matter.

When available, bilingual diagnostic tests for reading and math[4]

[4] In 1979-80, these included tests for Grades K-6 Ilokano, Korean, Samoan; K-3 Cantonese and Japanese.

shall be used. When bilingual instruments are not available, the bilingual instructional staff may use teacher-made instruments in the student's native language. These will be based on the performance expectations for the appropriate subject area and grade level. Results of the Native Language Proficiency Instrument shall likewise yield useful diagnostic information.

II.A3 Standardized Achievement Testing

A standardized achievement test in reading, language arts and math will be used as a basic tool for assessing the academic abilities of all national origin minority students whose first acquired and/or home language is other than English. In combination with the results of the English Proficiency Test, they constitute the criteria for student programming.

A. For potential students of limited English proficiency who have been assessed as being English proficient through the English proficiency test, the results will accomplish the following:

   1. Those who score at the 25%ile or above in all three academic areas (reading, language arts and math), shall be placed completely in the mainstream.

   2. Those who score below the 25%ile shall be further assessed for native language proficiency in order to determine the instructional services appropriate to their needs.

B. For students of limited English proficiency of language dominance 1 through 5, the results of the standardized achievement test in reading, language arts and math, given after receiving intensive and general language services and being assessed as English proficient, shall determine continuation, modification, or termination of the special instructional services provided them.

Students in Grades K-12 shall be given a standardized test with subtests in reading, language arts, and math. Students in Grades K-1 shall be given the readiness test equivalents of the standardized tests.

Achievement testing may be done in conjunction with the regular statewide testing program in the fall, towards the end of the school year (April or May), or at the time a student has been assessed as English proficient.

II.A4 Entry Criteria

A. Language Dominance Categories 1 and 2

Students assigned language dominance categories 1 or 2 will be placed in the appropriate intensive language services specified in Tables III and IV on pages II-13 and II-14.

For Grades 9-12, the range of services for options 2 and 3 is as follows:

1. Students of language dominance 1 (NES) shall initially be provided:

	OR	
ESL (250 minutes/week) and Native language assistance in content areas where needed. (3 periods)		ESL (250 minutes/week) and ESL in content areas where needed (3 periods)

2. Students of language dominance 2 (LES) shall initially be provided:

	OR	
ESL (250 minutes/week) and Native language assistance in content areas where needed. (2 periods)		ESL (250 minutes/week) and ESL in content areas (2 periods)

The assistance in content areas may be reduced, as appropriate, where the students achieve a grade of "C" or better in any of the content areas during the first grading period after programming. Total services will not be reduced to less than 2 periods of ESL and assistance in the content areas during the first year of services.

The bilingual diagnostic instruments available for these grade levels shall be used to provide an assessment of these students' academic needs while they are receiving intensive language services.

B. Language Dominance Categories 3, 4, and 5

Students assigned language dominance categories 3, 4, or 5 will be provided general language services specifically geared to their individual needs as shown in Table V on page II-15.

C. Special Cases

In special cases (e.g., learning disabled, physically handicapped, emotionally disturbed, etc.), students may be recommended for further assessment after a reasonable time, if the teacher notes a lack of progress believed to be related to factors other than limited English proficiency. In such instances, schools shall follow the state assessment procedures for special education services as stated in: Rule 49 - Relating to the Provision of a Free Appropriate Public Education for Exceptional Children Who Are Handicapped.

Students of limited English proficiency eligible for special education services shall receive or continue to receive bilingual/ESL services. Such services will be provided during regular instruction. These services shall be coordinated between district and school staffs from special education and the Program for Students of Limited English Proficiency. Special education personnel with appropriate bilingual backgrounds will also assist in the provision of bilingual/ESL services.

II.A5 Exit Criteria and Procedures

The following measures shall be used to assess a student's readiness for the mainstream: 1) English proficiency test and 2) standardized achievement test. Indicators based on specified instructional area performance expectations and teacher judgment may also be taken into consideration.

A. Students of Language Dominance 1 and 2

For these students, the first step in assessing readiness for mainstreaming is the administration of the English proficiency test. It may be administered at one or more of the following times, by program staff or the regular classroom teachers trained in the administration of the EPT:

- when deemed appropriate by program staff and/or regular classroom teachers; after no less than a semester of intensive language services.
- after a minimum of one semester of intensive language services, or no earlier than four months after initial identification as limited or non-English speakers.
- at the end of the school year after no less than one semester of intensive language services.

1. Where the English proficiency test results show that the student is still not English proficient, the student

remains for a minimum of one year in intensive language services before re-testing.

2. Students assessed as achieving at the 25%ile or above will be re-categorized as language dominance 3 and placed totally in the mainstream.

   a. Students assessed as achieving at the 25%ile or above will be re-categorized as language dominance 3 and placed totally in the mainstream.

   b. Students underachieving in all three sub-tests shall be re-programmed for an additional year of intensive language services before re-testing.

   c. Student assessed as underachieving (below 25%ile) will be re-programmed for modified intensive language assistance services:

      - Below 25%ile in language arts and reading: an additional year of 300 minutes/week of bilingual instruction for language arts and reading, and 150 minutes/week of ESL.

      - Below 25%ile in math and one other area: an additional year of 150 minutes/week of bilingual instruction in the core curriculum and 150 minute week of ESL.

- Below 25%ile in only one of the sub-tests: an additional 150 minutes/week of bilingual instruction. If underachieving in math, the student may be re-tested after one semester of the modified intensive language services.

At the end of three years of intensive language services, students of limited English proficiency who are still scoring below the 25%ile in the achievement test of language arts, reading and math, shall receive further diagnostic assessment. A conference shall be held including the principal, the program staff, the regular classroom teachers and counselor and the parents, to determine the need for the most appropriate program, including the option of modified intensive language services.

B. Students of Language Dominance 3, 4, 5.

To assess the readiness of these students for total mainstream out of general language services, the program staff or the regular classroom teacher shall administer the subtest in which the student scored below the 25%ile at any of the following times:

- when deemed appropriate by program staff and/or regular classroom teacher, after no less than a semester of general language services; and

- at the end of the school year after no less than one semester of general language services.

At the end of three years of general language services, students of limited English proficiency who are still scoring below the 25%ile in the achievement test of language arts, reading and math shall receive further diagnostic assessment. A conference shall be held including the principal, the program staff, the regular classroom teachers and counselor, and the parents, to determine the most appropriate program, including the option of general language services.

STUDENT ENROLLMENT FORM

FORM SIS-10

ATTACHMENT 1-1

IDENTIFICATION - SCHOOL USE ONLY

2 Student ID No | 3 School Name

STUDENT PERSONAL DATA

A1

5 Last Name | 6 First Name | 7 M I | 8 Jr, III, etc | 9 Sex ☐M ☐F | 10 Grade | 11 Birthdate (Mo Da Yr)

12 Check Student's Dominant Ethnic Background (Check ONE Only)

A ☐ American Indian | B ☐ Black | C ☐ Chinese | D ☐ Filipino
E ☐ Hawaiian | F ☐ Part Hawaiian | G ☐ Japanese | H ☐ Korean
I ☐ Portuguese | J ☐ Spanish, Puerto Rican | K ☐ Samoan | L ☐ White
N ☐ Indo-Chinese | M ☐ Other (specify) _____

13 Last School Name & Address

SCHOOL USE ONLY

14 Birthdate Verification | 15 Room No | 16 Course | 17 Entry Date (Mo. Da. Yr.) | 18 Entry Code

Indicate Language used by checking the appropriate box for items 19a, 19b and 20 below. Check only ONE LANGUAGE for each item.

	A English	B Cantonese	C Mandarin	D Ilocano	E Tagalog	F Cebuano/ Visayan	G Hawaiian	H Japanese	I Korean	J Samoan	K Vietnamese	L Other (Specify)
19a Student's First Acquired Language												
19b Language Most Often Used By Student												
20 Language Most Often Spoken At Home												

FAMILY & RESIDENCE DATA

A2

21 Student's Address | 22 Apt/Suite No | 23 City | 24 Zip Code

25 Home Phone | 26 Is student's father, mother, or guardian an active member of the armed services? ___Yes ___No | If Yes enter member's Serial No (SSN) | 27 Does student's father, mother, or guardian work for the Federal Government or work on Federal Property? ___Yes ___No

MAILING INFORMATION

A3

28 Mail to ONE of the following (Check ONE Only) ☐Father ☐Mother ☐Guardian

29 Mailing Address - Enter address only if different from student's address (item 21 above) | 30 Zip Code

STUDENT'S FATHER

31 Father's Name - Last, First, M I

32 Employer's Name | 33 Business Phone | Phone Ext

STUDENT'S MOTHER

A5

34 Mother's Name - Last, First, M I

35 Employer's Name | 36 Business Phone | Phone Ext

STUDENT'S GUARDIAN

A6

37 Guardian's Name - Last, First, M I

38 Employer's Name | 39 Business Phone | Phone Ext

STUDENT'S CITIZENSHIP

A7

40 Country of Birth | Code | 41 If Country of Birth is other than U.S. give year of arrival 19___ | 42 U.S. Citizen? ___Yes ___No | 43 If not U.S. Citizen indicate status ___Refugee ___Immigrant ___Non-immigrant

EMERGENCY DATA

A8

44 Person To Notify In Case Of Emergency (Other than Parents or Guardian) | 45 Emergency Phone

46 Doctor's Name | 47 Business Phone | Phone Ext.

STUDENT'S PROGRAM - TO BE USED BY SCHOOLS ON THE PUPIL RECORDS MODULE (PURM)

A9

A	A	A	A	A	A	A
A	A	A	A	A	A	A

DISTRIBUTION: Original - Student Information Services Branch, Copy 1 - School

CONTINUE ON BACK Rev 12/80 RS 80-0304

*A7 - Items 40 and 41 will not be considered in identifying possible SLEP.

Appendix B

Title VII ESEA Bilingual Education Projects
Funding, 1981-82

Project	Amount	Number of Students Served
Department of Education		
State Educational Agency (SEA) Coordination of Technical Assistance	$ 35,520	
Consolidated Bilingual/Multicultural Education Project	450,982	552
Project A'o Like	146,843	
Honolulu District Learning Center	285,921	547
Project Ha'aheo (Bilingual Education Desegregation Project)	325,921	400
University of Hawai'i		
Pacific Area Languages Materials Development CTnter (PALMDC)	517,700	
Bilingual/Multicultural Teacher Training Project	49,000	
Bilingual Education Program for Micronesia	117,581	
Support Services		
Bilingual Education Service Center, Cross-cultural Resource Center, Sacramento (satellite in University of Hawai'i)	1,500,000	
SEA National Origin Desegregation Technical Assistance Coordination Project	199,668	
Total Funding	$3,629,136	

Appendix C

Instructional Staff for SLEP Special Language Services,
1981-1982

District	Total Number of Schools	100% ESL Teachers	ESL PTT*	ESL EA**	100% Bilingual Teachers	Bilingual PTT	Bilingual EA	Others***
Honolulu	55	24	21	7	V/C/M-1; I/Vi-1; S-7; T-1; K-4; I-1; I/Vi-1; V/L-3; C-2; M-1; J-2; I/Vi/Ta-1; C/M-1; V-1; L-1; I/Ta-12.	J-10; V-7; C-6; L-5.5; C/M-3; S-4; I/Ta-13; K-10; I-2; Th-1; To-1; Ta-1; V/L-1.	C-1; L-1; To-1; C/V-1.	29
Central	38	9	13	0	I/Ta-8; J/K-1; I-2; K-1.	I/Ta-9; K-3; Sp-2; V-1; K-2; V/C-1.	I-3.	0
Leeward	33	8	15	0	I/Ta-8; S-4; I-1; Ta-1.	I/Ta-12; K-4; I-2; V-3; S-8; P/Ta/I-1; J-1; C-1; S/To-1; To-1.	I-1; S-1.	0

District	Total Number of Schools	100% ESL Teachers	ESL PTT*	ESL EA**	100% Bilingual Teachers	Bilingual PTT	Bilingual EA	Others***
Windward	28	4	8	0	S-1; To-.5 I-Ta-1.25; Ta-.25; K-1; V-.5.	V-1; J-1; To-6; S-1; M-1; I-4.	0	2
Hawai'i	24	0	10	0	I/Ta-1; I-5.	I-14; C-1; M-2.	0	0
Maui	25	1.5	0	.5	I/Ta-5.5	I-7; To-2.	I-9; To-1; I/Ta-1.	0
Kaua'i	13	0	2	0	I/Ta-4; I-2.5	Ta/I-2; I-5.	I-1.	0

*PTT is a part-time teacher.
**ES is an educational assistant.
***Others include special projects teachers, bilingual regular teachers, and bilingual tutors (undergraduates from the University of Hawai'i).

Language codes for bilingual education staff are as follows:

C- Cantonese	L - Lao	Ta- Tagalog
H- Hawaiian	M - Mandarin	Th- Thai
I- Ilokano	P - Pangasinan	To- Tongan
J- Japanese	S - Samoan	V - Vietnamese
K- Korean	Sp- Spanish	Vi- Visayan